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ABSTRACT

The History Academy for Ohio Teachers provided 40 Ohio teachers with an intense 4-week summer immersion in world and U.S. history and in historical theory and methods that was followed by a year-long follow up program on teaching units. Working together with college based historians, a new model was developed to help educators improve the teaching of history in schools. Although many participants were initially suspicious of the portfolios that were used to evaluate the program, a large number found the process useful and implemented it in their classrooms. The journals kept by the teachers provided a way to understand the academy process, and some teachers incorporated journals into their classroom strategies. A third instrument was devised to measure the degree that participants understood the nature of the discipline before and after the academy summer program. Nine participants showed no change while most participants gained a full letter grade. Issues concerning the professional development of teachers followed a discussion of what worked with the program and what would be done differently. Appendix 1 lists 24 members of the History Academy Advisory Council. Appendix 2 provides a recruitment brochure and inserts for the 1992-1993 History Academy for Ohio Teachers. Appendix 3 presents the Ohio Historians Network recruitment letter of January 31, 1992, and appendix 4 gives the syllabus for the summer academy courses. Appendix 5 lists 20 academic staff, visiting speakers, and consultants, and appendix 6 describes the document evaluation exercises and results. (CK)

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The History Academy for Ohio Teachers

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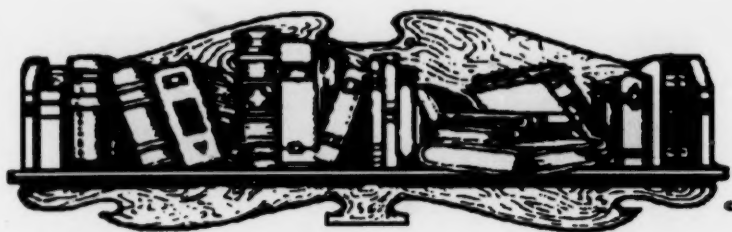
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Doing History

A Model for Helping Teachers

**A Report on
The History Academy for Ohio Teachers**



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I. Introduction

The History Academy for Ohio Teachers was one of four Academies in history funded in 1991 by the United States Department of Education to improve the teaching of history, one of the five core subjects identified in the Department's program (at that time known as *America 2000* and currently called *Goals 2000*). Sponsored by the National Council for History Education, the Academy provided forty Ohio teachers with an intense four-week summer immersion in World and United States history and in historical theory and methods, followed by a year-long follow-up program. The teachers, from many different kinds of communities, came from diverse backgrounds. Some taught first graders while others taught high school students. Some had majored in history in college, others had taken no college history courses. Working together with college and university based historians this diverse group helped to develop a new -- and desperately needed -- model for helping teachers improve the teaching of history in our schools.

Americans have good reason to be concerned about the ways in which history is taught. As Thomas Jefferson recognized two hundred years ago, our political system ultimately depends on an educated electorate. The teaching of history, therefore, played a crucial role in Jefferson's plans for preparing citizens to succeed in the risky experiment of a new, republican, government.

Today, Americans are increasingly dissatisfied with history teaching in the schools. The role of history in the curriculum has been severely eroded in a social studies curriculum that has emphasized current events and topics designed to appeal to students' transient interests.¹ As a recent report notes, little history is taught in American elementary and middle schools and "there is simply no way that the one and one-half years, or less, of history now taken by the average high school student can possibly fulfill" the important goals of history in the lives of educated people.² These goals include, not only Jefferson's aim of preparing intelligent citizens and imparting "the knowledge and habits of the mind [that] are indispensable to the education of citizens in a democracy,"³ but also the hu-

manistic goal of promoting the "cultivation of the individual private person, in whom self-knowledge and self respect support a life of dignity and fulfillment."⁴

In 1986 Diane Ravitch and Chester Finn reported on a survey of the historical knowledge of typical American seventeen year olds and they were appalled: only one out of three students knew that Abraham Lincoln had issued the Emancipation Proclamation; even fewer knew when he had been President.⁵

As Ravitch and Finn noted, any effort to change this deplorable situation would require teachers who were themselves well-educated in history. Good teaching must be the heart of any program of excellence in education.⁶ To make a vital history curriculum an essential part of the schools' program we must find ways to help teachers improve their own understanding of the discipline. Teachers need to have a broad view of the past and they also need to understand history as a way of thinking about the past. Although we must make sure that the preparation of future social studies teachers gives them a better background in the dis-

cipline of history, even more important, we need to work with teachers who are in the classroom today. We must find ways to help them to understand and feel comfortable in teaching history to this generation of students. The National Council for History Education's Academy for Ohio Teachers provides a

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model for implementing this vital task.

The Academy itself is the product of a larger movement, the school reform efforts that began with the recognition that we are "A Nation at Risk." In the 1980s it was clear that the times were auspicious for new efforts to form a broad alliance of academics, teachers, school administrators, and interested parents and community members to promote reform in history education. A number of leading university historians and school teachers, meeting as the Bradley Commission, issued an influential report in 1988. *Building A History Curriculum* made clear that what was needed was not just some tinkering or adjustment to the existing curriculum but a sea change in the kind of history that was taught and the ways in which it has been taught. Most important, the Bradley Report not only made an eloquent case for reform, but, as its subtitle promised, it offered *Guidelines for Teaching History in the Schools*, concrete suggestions that could be implemented by the teachers, administrators, and school

boards it addressed.

Yet, while many Americans now agreed on the need to for school improvement, the history of educational reform provides a cautionary tale. Periodic phases of heightened public concern about education have rarely been translated into permanent reform. There is a recurring pattern: a period of public outcry and intense agitation, followed by some changes (many of them merely cosmetic), followed, in turn, by business as usual. Larry Cuban, whose experience as a school administrator and as an historian of education gives him a unique perspective on these matters, compares school reform to the storms that convulse the surface of the oceans, but leave the depths undisturbed.⁷

Recognizing this, when the Bradley Commission concluded its work, its members and staff pledged to continue their efforts to promote "history as the core of the social studies in schools" through a new, larger organization. The National Council for History Education (NCHE) would extend the "renewed partnership" between teachers, school administrators, college and university historians and people with a genuine interest in supporting excellence in history education.⁸

Fortunately, the Bradley Commission and NCHE did not stand alone. As the chair of the Commission, Kenneth Jackson noted, their work was "part of a growing and broad-based national movement for improvement."⁹ History was identified as one of the five core subjects recognized by President George Bush's package of educational reform -- *America 2000* -- as well as by the governors' National Educational Goals Panel. At the same time, one of the largest efforts in curricular reform culminated in the California's completely revised *History-Social Science Framework*. Therefore, in 1991, when the United States Department of Education Fund for Innovation in Education issued a request for proposals for teacher academies in the five core subjects, NCHE eagerly responded with plans for a History Academy for Ohio Teachers. Our aim would be to develop a new model for helping classroom teachers to attain a firm grasp of history and historical thinking. We would develop a model curriculum for the training of teachers, focusing on "renewal and enhancement of teachers' knowledge of the . . . discipline" and on "teaching skills and strategies" that would engage students of varying backgrounds and abilities in the study of history.¹⁰

II. Planning for The Ohio Academy

A program for teacher education fit in well with the central aims of the NCHE. The Bradley Commission recognized that central to any effort to improve the teaching of history was improved teacher preparation. It had deplored the "common practice . . . of assigning unqualified teachers to teach social studies in our schools . . ."¹¹ If history is to be, once more, an essential part of the curriculum it is important that teachers be adequately prepared to teach it.

The purpose of the History Academy for Ohio Teachers would extend beyond the time and the place. Through our work with forty participant teachers, we would provide a national model for ways to help teachers to be more effective in engaging their students in the study of the past. We wanted to work with teachers to develop a model for helping them improve their abilities to teach history -- a model that would be economical, effective, and could be copied by others.

Initial plans for the Academy were developed by three people who represented in their own careers the burgeoning movement for reform in the teaching of history. They had worked closely with the Bradley Commission and had a long and deep commitment to reform of the history program in the schools. Paul

Gagnon, former History Department Chair and Dean of the Faculty at the University of Massachusetts, had been the chief investigator and editor for the Commission and was the Executive Secretary of the NCHE. Elaine Wrisley Reed, a former elementary school teacher who had a great deal of experience in teacher

education, was the Bradley Commission's and the NCHE's Administrative Director. Joseph Ribar, who had taught high school history, had been a communications consultant to the Bradley Commission and served NCHE in the same capacity. From the beginning, therefore, the Academy depended on the close cooperation of those who offered the perspective of elementary, high school and college teachers of history.

Early in the planning process, Paul Gagnon accepted a position in the United States Department of Education and Elaine Reed assumed the duties of NCHE Executive Secretary and, as such, Project Director of the Academy. Reed and the NCHE Board asked Professor Arthur Zilversmit to become Academic Director of the Academy because of his long-time interest in working with pre-collegiate teachers. As Professor of American History at Lake Forest College, Zilversmit had directed two National Endowment for the Humanities summer seminars for school teachers. He had also chaired the Organization of American Historians' Committee on Teaching. We invited Pro-

fessor Samuel Chu, Vice-Chair of the History Department at Ohio State University, whose field of specialization is Asian history, to be the Associate Academic Director, with special responsibility for world history.

The Project Director had major responsibility for budget, logistics, reporting, and general project oversight. The Academic Director had major responsibility for developing the syllabus, choosing the materials, interviewing the faculty (full-time and guest lecturers), selecting the participating teachers, conducting the summer Academy, and conducting the follow-up interviews. It should be noted however, that most decisions were discussed by the entire management team and that a spirit of collaboration was at the base of this rough division of labors.

Working with a broadly representative Advisory Committee that included classroom teachers, administrators, and college-based historians we began to create our model for helping teachers to develop the essential knowledge and skills to improve their teaching of history.¹²

We began by examining what constitutes good history teaching. Drawing on our experience with the Bradley Commission, we believe that history should be seen as both a compelling story and as a vital influence on all of our lives. Instruction in history should combine chronological narratives with selected cases examined in detail and in depth. It should focus on the important themes and vital questions such as those identified in the Bradley Commission's report. Improved history instruction should fulfill both the traditional aim of providing a full understanding of the origins and development of common democratic values while, at the same time, recognizing that it is the story of many different cultures and that it is *her-story* as well as *history*. Although history should be the core of the social studies curriculum, it has to be integrated with studies of the humanities and the social sciences. Finally, a vital program of history instruction should be based on a variety of instructional methods and should emphasize active learning, inquiry, and the development of responsible habits of critical thought.

What do classroom teachers need in order to enhance their ability to implement such a program? First of all, they need a broad background in both World and United States history and knowledge of important historical resources. But because historical research is constantly giving us new perspectives on the past, teachers also need to feel confident of their own abilities to pursue the necessary self-education. They need

to think of themselves as learners as well as teachers and to feel comfortable collaborating with college-based and other professional historians. The Ohio Academy could provide a model for this kind of collaboration.

The Academy's program would include an intense four-week summer program at Ohio State University. Unlike most other summer teacher institutes, however, the summer session would be preceded by consultation with the teachers who had been chosen to participate and they would be asked to do preparatory work even before the summer began. In addition, the intense summer's activities would be followed by a year of activities as the teacher-participants would continue to work with the Academy in implementing new history teaching in their own classrooms.

In order for our deeds to match our rhetoric, our program had to reflect the kinds of cooperative relationships between teachers and college and university historians we hoped to develop. Instruction in the summer session, therefore, would be shared by college-based historians and a group of outstanding pre-collegiate teachers who would serve as "mentors" and as role models. Through the structure of the Academy, we would model the kind of cooperation and collegiality we wanted to promote between teachers and professional historians. We selected four mentor teachers, each of whom was recognized for their ability to engage students in their history classes.

Allan Damon has taught American history, European civilization and American literature at Horace Greeley High School, Chappaqua N. Y. He has been a researcher, contributing editor, and free lance writer for *American Heritage*. Damon was awarded a grant from the National Endowment for the Humanities to study Urban History. He has an MA from Columbia University and he is currently completing the requirements for a doctoral degree in American history at Columbia.

Robert Duffy is chairperson of the Humanities Department and teaches US History, Early World, and World History at Steinmetz High School in Chicago. His students have voted him both "most interesting" and "outstanding" teacher" and he is the recipient of a Kohl International Teaching Award. He holds an MA degree from the University of Kansas and has done graduate work at Loyola University, the University of Chicago, The American University in Cairo, and Lake Forest College. He has been the recipient of several grants from the National Endowment for the Humanities and he was awarded a Fulbright/Hays grant to study in Egypt.

Betty B. Franks is Social Studies Department Chairperson at Maple Heights High School in Maple Heights, Ohio, where she teaches U.S. History (regular and Advanced Placement sections) and Government. She has been involved in efforts to improve history education for many years, with a special emphasis on de-

veloping ways of bringing historical knowledge and historical habits of mind into the classroom. She has traveled to Japan to study its history, culture, and government and is expert in comparative historical developments. She is a past President of the Ohio Council for the Social Studies, holds a Doctor of Arts degree from Carnegie Mellon University, and has recently been elected to the Board of Trustees of the National Council for History Education.

Nancy Taylor, who teaches the fourth grade at St. Michael School in Worthington, Ohio, has worked closely with the Ohio Historical Society and Museum in developing materials for teachers and classrooms and presenting historical re-enactments. (Interestingly, while some of us had known each of the other mentor teachers, Nancy Taylor came to our attention when she applied to attend the Academy. Her expertise and her well-articulated enthusiasm convinced us that we had found the right person for the fourth mentor teacher slot).

The mentor teachers worked closely with Professor Zilversmit and Professor Chu, Elaine Reed, Joe Ribar and the Advisory Committee in designing the curriculum for the summer phase of the Academy. In order to do this, the mentor teachers were part of the all-day meeting of the Advisory Committee meeting in March. Reed, Ribar, Zilversmit and Chu met with the mentor teachers again in May to make final revisions to the planned program.

As all of us -- the staff, the mentor teachers, the advisory committee and the academic directors -- began developing the program, we focused first on the fact that improving history instruction would require from teachers a new breadth and depth of historical knowledge. Although in the university the study can be quite specialized (some say historians "know more and more about less and less"), pre-collegiate teachers of history most often teach the survey course in American history, World history, or Western Civilization. Therefore, in order to teach history effectively, school teachers need a broad, panoramic view of United States and world history. Yet, many teachers have either never taken a college survey course in these fields, or have taken them so long ago that these courses can no longer provide a basis for their teaching. So, to "practice what we preach," we developed two broad survey courses, one in United States and another in World history. Both of these would present an integrative narrative, stressing major themes. The United States course emphasized the inclusion of recent scholarship on African-Americans and other groups that had often been left out of survey courses at the time many of the teachers had been in

college. In World History we would pay special attention to including the stories of both western and non-western areas and the interactions among them in various eras. In these courses, we would bring in a number of guest lecturers -- some for a single lecture, others for a series of lectures and presentations. We also decided to provide each of the participants with two modern textbooks -- one for US history and one for world history -- which they would use in connection with the survey courses and which they could continue to use in their own teaching during the school year. We also wanted each teacher to have a copy of Frederick Douglass' *Narrative* of his life in slavery because we thought it was a remarkably effective way to help people of all ages to understand slavery.¹³

Early on we recognized that teachers need not only historical information but, perhaps even more important, they need a sense of how historical knowledge is obtained and how historical narratives are constructed. They need to know how historians think and evaluate evidence. These tools would allow them to

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continue learning history after the formal program was over. Accordingly, we added a third course -- "History: Theory and Methods." Here we would examine the discipline itself, primarily through case studies. Focusing on the structure of the discipline, we would discuss the different kinds of evidence his-

torians use -- written documents and records, oral history, photographs, paintings -- and the ways in which historians use these sources to construct a credible narrative. In connection with this course, we would give each teacher-participant copies of James West Davidson and Mark Lytle, *After The Fact: The Art of Historical Detection*.¹⁴ We also would give them copies of the Bradley Commission's Report, *Building A History Curriculum: Guidelines For Teaching History in the Schools* and *Historical Literacy: The Case for History in American Education*, edited for the Bradley Commission by Paul Gagnon.

In keeping with this emphasis, a crucial component of the summer part of the Academy would be to require each teacher to engage in independent historical research projects, evaluating primary sources and making historical judgments -- doing history for themselves. In this way, teachers would not only discover new materials which they could then use with their students but, even more important, they would get a

sense of what it is to actually *do* history. They would be able to look behind textbook accounts and the information they absorbed in lectures and learn how historians accumulate information about the past and construct credible narratives. They would see that history is not an inert body of facts, passed on by authoritative and objective textbooks, but rather that it is constructed by historians who use a variety of tools to test the reliability of their narratives. By actually *doing* history, teachers would discover the excitement of the discipline which they could then pass on in their own classrooms.

This course would also provide opportunities for teachers to share with each other successful teaching strategies. Further, while we would use a lecture format for much of the instruction in the two "survey" courses, we would use a variety of smaller groups in the third course, relying on the Mentor Teachers to serve as discussion leaders and to model different approaches to teaching.

While the courses were at the heart of the summer's program, we wanted to leave adequate time for independent work and for informal consultations. Accordingly, we determined that we would devote about a third of the time to formal classes, one third to small group projects and discussions, and one-third of the time would be set aside for independent research. The Academy would meet five days a week. The day was divided into two 75-minute morning sessions (separated by a break), two afternoon periods and occasional evening sessions; typically we would meet (in large or small groups) during two or three of those periods, with the rest of the time free for independent study. We encouraged the teachers to reside on campus and for most of the participants, this would be a residential program. The staff and the teachers who were not from the immediate area would reside in the University's Fawcett Center, which would also be the site of the Academy's classrooms and informal meeting rooms. Meals would, for the most part, be taken together at the Center, fostering informal conversations

about the materials that were presented in classes. We hoped that at least some of the participants would stay at Ohio State on the weekends and that we might be able to schedule some trips and, perhaps, an historical film series on the weekends.

As a way of keeping tabs on how the program was going and to encourage the teachers-participants to reflect on the meanings of what they were learning, we would ask each of them to keep a journal. These would be collected once a week and commented on (but not graded in any way) by the Academic Director or one of the Mentor teachers.

The work of the summer phase of the Academy would tie directly into the follow-up year's activities. By the end of the summer phase of the Academy, the teachers would begin to develop their independent study projects into the teaching units which they would further develop and try out in their own classrooms. By tying the independent study projects to classroom materials we wanted to convey the message that historical research is directly related to activities in the social studies classroom. We also wanted to make clear that the summer's activities were the beginning, not the end of the process of revitalizing history teaching.

III. Participants

A basic premise of the Academy was that teachers are the key to success in educational change. Highly motivated teachers who feel empowered can make an important and lasting difference. We knew that to have a real impact on the way history is taught in average American schools we needed to reach not just those with a rich background in the discipline (who are typically the preferred applicants for most summer institutes). We also wanted our Academy to be open to those social studies teachers who, like a large number of elementary school and even middle school and junior high school teachers, had taken few or no history courses in college. We wanted to include teachers who had been hired as coaches and saw social studies as their secondary obligation. The Academy would cast its net widely. We wanted to reach a broad spectrum of history teachers, so we chose our participants primarily for their desire to improve their own knowledge of history and skill in teaching history to their students. Having an excellent background in history did not hurt an applicant's chances, but it was not the main consideration; and, because each participant's program would be individualized, we did not require a homogenized student body.

Shortly after we received word that the Department of Education would fund the proposed academy and after we had a new academic director, we began recruiting participants. We publicized the Academy through a network of contacts developed by the NCHE and with the help of the Ohio Council for the Social Studies. Much of the recruiting efforts were telephone calls to social studies supervisors asking them to nominate teachers and to urge them to apply. (The supervisors of social studies in Columbus and Cleveland were especially responsive to these requests).

In our recruitment efforts, we emphasized that participants would not only receive a \$1,000 stipend, but that they would receive free room and board at Ohio State as well as reimbursement for transportation costs. In addition, Ohio State University would award graduate credit for the successful completion of the program. Although it created some logistical problems and forced us to assign grades, the decision to award graduate credit was, for some, an important factor in attracting people to our program.

Because we were deeply committed to the idea that good history instruction has to be thought of as a seamless web, beginning in the elementary grades and continuing through high school, college and graduate school, we invited applications from teachers of all grades — from the primary level through high school. Although this went contrary to conventional wisdom, we were convinced that the artificial lines that have been drawn between history teaching at the elementary, secondary, and collegiate level were one of the problems that impedes effective history teaching.

Too often elementary teachers avoid teaching history because they feel that they lack expertise in the discipline. High school teachers, unfamiliar with history instruction in middle schools and junior high schools, are unable to build a program based on their students' previous experiences. We wanted to promote communication across these barriers, and invite applications from elementary, middle school, and high school teachers for a unified program, directed to meeting each of their needs.

Our concern for the context in which reform must take place led us to encourage applications from several teachers from the same school on the grounds that too often teachers come back refreshed from a summer seminar only to have their enthusiasm evaporate because they have no one who shares their new ideas. Teachers who want to implement change need support networks. In line with this, we required applicants to ask their principals for an endorsement not only of their candidacy but also to pledge support for implementing change in the history component of the social studies in their schools.

We devised a relatively simple application form. We asked each applicant to write a short essay, telling us why they wanted to participate and what they hoped to accomplish by attending the Academy. This conveyed the message to the applicants that this was a serious program while, at the same time, telling them that we really wanted to know what their goals were. We also asked each applicant to promise to: do some preparatory work on their independent study project before the summer program began; to attend for the full four weeks; to participate in assessment procedures; and to develop at least one teaching unit in the follow-up period. Each applicant was asked to submit two letters of recommendation, at least one of which had to be from their principal, attesting to the fact that the school would welcome the teachers' efforts to make changes in the social studies courses.¹⁵

Participants

men	7
women	33
African-Americans	4
private/parochial school	5
inner city school	19
rural school	3
primary grades(1-3)	6
middle grades(4-6)	18
Junior HS (7-8)	6
High School (9-12)	7
special education	3

Because we began our recruitment efforts relatively late, and because of the difficulty of explaining an entirely new and different kind of program we received fewer applications than we had anticipated. We ended up with 43 applications for the 40 slots. Fortunately, the applications we did receive represented a good balance of high school, middle school, and elementary school teachers. More women than men applied. Almost half the applicants taught in inner-city schools and three of them worked with special education students. A small number taught in private or parochial schools. Six schools were represented by more than one teacher. We did not, however, get the kind of geographical distribution that we had wanted. A large proportion of the participants were from Columbus and its suburbs. These participants, therefore, would not reside at the University and they would not be involved in any weekend activities.

IV. The Ohio Historians' Network

The gap between professional historians (especially those who teach at colleges and universities) and those who teach history in the schools was a major concern we wanted to address in forming the Academy. While professional historians have a special interest in the quality of history taught in the schools, the ways in which they can play a role in promoting the improvement of history teaching at the pre-collegiate level are unclear. We wanted to provide a model for a new framework for this kind of cooperation.

We contacted the professional organization for Ohio's university historians, The Ohio Academy of History (OAH), for help in identifying historians who might be willing to work with our participating teachers. The OAH generously provided us with their membership list so that we could send a personalized letter. We invited Ohio historians to join a network of volunteers who would consult with Academy participants about their independent research projects and teaching units and who would also be willing to

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serve as a curricular resource for the teachers' schools or districts.

The willingness of historians to become involved in working with pre-collegiate teachers was attested to by the fact that more than 90 historians representing

over 40 Ohio community colleges, 4-year colleges and universities accepted our invitation and joined the network.

We published a list of these historians with their location and their areas of specialty and we asked each participant to contact one of them and begin working with "their" historian, developing a topic and a bibliography for the independent research project so that they could begin research as soon as the summer program began. It was our hope that this might lead to continuing relationships that could provide not only valuable counsel to individual teachers but could serve as avenues for professional historians to advise school districts on curriculum reform in the social studies. At the same time, it would give academics a means of learning of what is going on in elementary and secondary school history teaching.¹⁶

We sent each of the participants a copy of the list of Ohio historians in our network and Professor Zilversmit wrote to each of the participants at least once before the summer began, asking them to work with a professional historian to begin to develop an independent study topic and a tentative bibliography. He also responded to their replies so that in many cases a conversation about the independent study project had begun well before the summer session started.

In retrospect it is clear that simply issuing a blanket invitation to historians to join the network is not enough. Some of those who joined were indicating that they would be willing, if asked to comment on a proposal for a research paper or a bibliography. Some teachers could readily respond to that. But other teachers, especially those who were unsure of their own background and abilities in history needed more. They needed someone who was willing to reach out to them and someone who understood some of the problems of teaching history in a large school system.

Our plan to connect teacher participants with professional historians, therefore, had only a limited success. A small number of teachers never made any real contact with a professional historian, reflecting a natural hesitance to approach someone they did not know. Many others simply never followed up on an initial contact. On the other hand, most historians (with too little guidance from us) were hesitant to intrude and confined their efforts to giving advice when it was specifically asked for. However, a few went further. Professor Roy Wortman of Kenyon College worked with three participants. He invited them to his campus, got them lending privileges at the college's library, and continued to correspond with them after the summer session. A few participants report that they have continued working with "their" historians. Linda Clark, who teaches the eighth grade in a Cleveland parochial school reported that her "historian in this Academy project has been terrific. . . . We have been able to meet and share information since the Academy. . . . He has been a wealth of information and resources . . . and I have shared some ideas on small group activities in his classroom."¹⁷

V. Summer Program

All of us gathered on the first day of the summer program, June 28, with a mixture of excitement and some apprehension. How would our elaborate plans work in practice? The participants, too, were nervous. One of them, "Gwen," an eighth grade teacher from an inner city school, wrote in her journal: "Scared, nervous, overwhelmed, apprehensive. What have I done?" We had decided to begin the Academy on a Sunday evening with a dinner, introductions, and some opening remarks about our sense of how the Academy would function and what we expected to accomplish. This worked well. Gwen's journal went on to say that once she had met the faculty and staff she felt better: "How lucky I am to be a part of this. I can do it and I can do it well." Another teacher, who taught middle school, wrote in her journal at the end of the first week: "The reading and Bob Duffy's talk on history as memory were fascinating to me. They gave me a different perspective on the purpose of history and why we teach it. The concept of 'constructing' history made me stop and think about how history is presented to children."

We divided the 40 participants into several groups. Each teacher had been assigned to a discussion group led by one of the mentor teachers. These groups were purposely mixed in gender and in grades taught. They were scheduled to meet frequently and they would be the setting for many of the Theory and Methods sessions. In addition, each participant was assigned to an academic advisor -- the academic director, the associate director, or one of the mentor teachers -- depending on the field they had chosen for their independent research. Occasionally, participants would also meet in grade-level groups to discuss teaching strategies.

Throughout the summer the mentor teachers, faculty, and staff met at least once a week to discuss the progress of individual participants, any problems and the program for the next few days. In many cases we discussed the readings that would be taken up by the individual discussion groups in the next week so that we could learn from each other and so that each of us would be aware of the general approach of the others. These meetings proved to be extremely valuable and allowed us to make some mid-course corrections.

The syllabus not only gave a complete schedule of sessions and assigned readings, but also indicated some of the broad questions that were to be included and tied the session's topic to some of the specific themes and "Habits of the Mind" that the Bradley Commission Report saw as the goal of good history teaching.¹⁸ A day's schedule looked like this:

13 July, Monday

9:00 American History Course

The Meaning of Slavery -- Frederick Douglass:
mixed groups -- mentor teachers
How did slavery socialize young Frederick Douglass? How did he resist this socialization? How can we account for his success in his fight with Mr. Covey?

Emphasis: 19

History can best be understood when the role of all constituent parts of society are included
History's Habits of the Mind: perceiving past events and issues as they were experienced by people at the time, to develop historical empathy

Reading: **Frederick Douglass, Narrative of the Life** (selections)

10:15 Break

10:45 World History Course

Japan and China: Early Encounters large group--Prof. Chu

How was Japan different from China? What did Japan learn from China in culture, in politics, in society, in religion? Why did China and Japan drift apart?

Noon: Lunch

Afternoon: Independent Study

6:00 Dinner

7:00 American History Course

Slavery as an Economic and Social System large group--Prof. Zilversmit

How did North American slavery compare to slavery in Latin America? How can we account for the differences? How did slavery function -- how were plantations organized? How did masters control their slaves? What kinds of coping mechanisms did slaves create within slavery?

Emphasis: Values, belief, political ideas, and institutions. Comparative history of major developments

9:00 Adjourn

We wanted to get the teachers into the University Library as soon as possible. On the first day of the program we presented a library orientation session conducted by our Academic Director with two Ohio State University graduate students in history. We assumed that many of the teachers had not used a university library recently and were therefore not familiar with the new library technology that has replaced the card catalogue. Accordingly, a major emphasis of the orientation session was to help teachers feel comfortable using a computerized catalogue and computer-accessible bibliographies. Most of the participants were able during this session to begin finding addi-

tional sources for their independent study projects. (One of the graduate students, Dixee Bartholomew, continued to work for the Academy throughout the summer session and was especially helpful to participants who needed additional assistance in finding resources).

Similarly, another of our goals was to introduce teachers to the new technologies that could be used to enhance history instruction, especially computer programs. We devoted several sessions to this with two guests who presented very different ways to use computers. Bernard Hollister, of the Illinois Science and Mathematics Academy, conducted a large group demonstration of the use of historical databases and spreadsheet programs. The next day we divided the group and Hollister (with the assistance of the most computer-literate staff members and participants) conducted two separate laboratory sessions that allowed each teacher to experiment with selected historical databases. A couple of weeks later, Mary Ellen Kohn of Senior Scholastic, Inc., introduced teachers to *Point of View*, a new interactive computer program for U. S., state and local history. Once again, we were able to hold smaller laboratory sessions that allowed each participant to try out the program.

A major emphasis throughout the Academy was on the use of primary sources. Some participants were, of course, familiar with this concept and used them in their classrooms. For many teachers, however, this was a new idea. "Wanda" told us that initially she had thought that a primary source was something used exclusively in the primary grades. Frederick Douglass' autobiographical *Narrative* was probably the single primary source that teachers found most intriguing. As "Brenda" put it: "When I read it I thought, how did I get through all this time and I had never seen this book? It was really an interesting piece of literature as well as . . . [a] primary source to pull out and read to the kids. I'm hoping the sections . . . that I can pull out for my fourth graders will be something they go back to or remember . . ." ²⁰ Another teacher wrote: "I loved the Frederick Douglass book and the presentation on it today. Once I started the book I didn't want to put it down." (The *Narrative* became a central part of one

teacher's teaching unit. She presented summaries of several fugitive slave narratives to her fifth and sixth graders and then asked them to write their own, historically-based, slave autobiographies.)

Another important emphasis, throughout the summer, was getting participants to evaluate sources and to read critically. Participants got the message: A middle school teacher wrote in her journal: "This experience will forever make me aware of the importance of analyzing and researching in depth to find the truth or [to] validate its authenticity. Every day I am becoming more of a historian." Another middle school teacher reinforced this idea. "Yesterday I watched a TV documentary on Columbus; as the result of this Academy, I watched the program with a much more critical eye. . . . I am glad that I have a new reference point from which to judge historical research. I also thought of questions I could ask my students as they are viewing the film."

The schedule kept everyone extremely busy. One particular day, July 1, we had scheduled two morning sessions and then we all went to the Ohio Historical Museum for lunch and a series of sessions that lasted into the evening. Virtually everyone commented in their journals that this was too much of a good thing. "More isn't always better," "Gwen" wrote and then thoughtfully added: "I need to remember that when I'm back on the other side of the desk."

In order to provide different perspectives we brought in a number of guest presenters. Because Professor Chu, who was responsible for the World history course, specializes in Asian history, we thought it especially important to have a guest present material on the rise and development of Western civilization. We were fortunate to have Professor Woerhlin of Carleton College spend a week giving a series of lectures in the World History course. Other guests came in for one or two days, bringing a welcome variety to the Academy and exposing participants to different approaches and different styles of presentation. (For a complete list of these guests, see the Visiting Speakers listed in Appendix V).

The diversity of backgrounds among the participants sometimes led to problems. A lecture pitched at the needs of one group of teachers might easily not meet the needs of another. In general, however, most teachers' comments in their journals indicated that, if they had occasional difficulty following a lecture, in general the presentations were clear. High school teachers were happier with formal lectures than grade school teachers, who were usually more focused on how to present materials in ways that would engage their students. As "Denise" put it: "We definitely need the meat & potatoes -- but at the same time we need creative ways of implementing all this knowledge in the classroom."

The small group discussions with the mentor teachers was the feature of the program that appealed to virtually all the participants; it was especially welcomed by elementary teachers. As "Denise" noted in her journal. "I feel like people are so much more comfortable to speak in a small discussion group . . ." She would have liked more time for informal discussions: "I think everyone agrees that the most effective teaching tool is sharing among colleagues."

Everyone was highly impressed with the demonstration classes conducted by the mentor teachers. Especially memorable was one demonstration class on the Louisiana Purchase. Betty Franks divided the group and gave each sub group a set of primary sources and then asked them to give an account of what had happened. It was not until they were well into the exercise that they recognized the fact that each subgroup had been given a different set of documents.

Elementary and middle school teachers tended to be worried about the research papers. They were much less likely than high school teachers to have had experience with this kind of assignment. To deal with their anxiety, we stressed the fact that they should emphasize in their research finding materials that they could use with their students so that the research paper would tie in clearly and directly with the teaching units they would be developing. This helped, but the independent study project continued to be an anxiety producing experience for many teachers.

Throughout the summer session, teachers met frequently with their academic advisors and other staff members to discuss their independent study projects and the teaching units based on them. They got help in further refining the topic, finding other resources, and teaching strategies. In many cases, the academic advisors looked at and commented on early drafts of the projects. The availability of help and counsel was especially important for those participants who had done little or no historical research before. Increasingly, too, as the summer session went on, participants began helping each other and we heard comments such as: "this book I found this morning seems to be right on target for your topic!"

As a way of enhancing a sense of community, after a week or so (at the suggestion of a few participants), we began using lunches as an opportunity to introduce individual participants to the group, asking a few to stand up each day and tell everyone who they

were. We then asked them to answer a general question such as: "What historical figure would you most like to meet?" This proved to be a very good way to promote the spirit of what some were now calling "history camp."

By the end of the summer program it was clear that this diverse group of teachers had coalesced as a group and a large number of friendships had developed. It was particularly gratifying to see that many of these friendships were between elementary and high school teachers and that the lines that traditionally separated these two groups had been breached.

As the summer session drew to a close, each teacher turned in their independent study project to their academic advisor, described their teaching units to their grade-level group and then in an exit interview presented to his or her academic advisor a draft of two teaching units. These were returned (with extensive comments) a week or so after the end of the summer session.

Because each participant would receive graduate credit from Ohio State we had to assign grades. This was the responsibility of each academic advisor in consultation with the leader of the individual's discussion group. The final grade was based on an evaluation of the independent study project, a judgment about the quality of the individual's participation in the discussion group, and whatever the participant chose out of their portfolio to bring to the interview.

The summer session ended with a ceremonial luncheon session. The program included a few farewell speeches, but the highlight was when one of the mentor teachers and a participant, dressed in nineteenth century costumes, staged an impromptu, historically based, first-person interpretive performance. In recognition of the hard work that everyone had done, we awarded each participant a certificate that declared that they were now history consultants. We also gave each participant a membership in the National Council for History Education and last, but not least, each received a check for 80% of his or her stipend [the balance of the stipend was paid the following Spring when we received the Final Drafts of the two teaching units].

One teacher summed up the impact of the summer experience in her journal: "I predict that my S. S. classes will change radically -- more history less current events -- Solid American History plus these two units developed -- look at evaluation process of students -- get their feedback on how they think they should be evaluated! Develop more teamwork within the classroom."

VI. Following up on the Summer's Experience

The History Academy did not end on July 24 when everyone left Ohio State's Fawcett Center. Unlike other teacher programs, it would continue for the upcoming academic year. Participants would continue working on their teaching units and testing them in their classrooms, and further refining them would be the major focus of the follow-up year. The final versions of the teaching units would then be reproduced and distributed to other participants.

During the follow up year teachers corresponded with the Academy staff and each other. Several participants made presentations before professional groups of some of the things they had learned during the summer academy. Participants also were members of curriculum review committees within their schools and their districts. Several participants continued to keep a journal and sent it to Prof. Zilversmit, who returned it with comments.

In an effort to keep participants in touch and to inspire them to continue the summer's activities, we developed an informal newsletter, *Ohio History Info Overview*. This newsletter carried reports on what some of the participants were doing and also alerted teachers to some of the

"Even before I got to her classroom my student escorts proudly pointed to the impressive poster displays their class had created, illustrating aspects of the underground railroad."

issues involved in the State's efforts at curricular reform.

Early in the fall Prof. Zilversmit scheduled classroom visits with the participants. The nature of these visits was left relatively open. In some cases he observed the teachers as they presented parts of their teaching units. In other cases, he observed other class sessions. He also accepted several invitations to conduct the class, talking about a range of topics such as slavery and the slave trade, the American Revolution, and the New Deal.

As Zilversmit reported in the OHIO newsletter, "I was highly impressed by the talent and skills of Academy participants" in the classrooms he visited. For ex-

ample, his first visit was to "Wanda's" fourth grade, inner city classroom where he saw her teach part of her Academy unit on the underground railroad in Franklin County. As he wrote in the newsletter article, "Even before I got to her classroom my student escorts proudly pointed to the impressive poster displays their class had created, illustrating aspects of the underground railroad." Once he entered the classroom, he observed "A series of activities . . . centered around aspects of slavery and the underground railroad, including reading, book reports, art, and student writing. Much of the time the students were working in small groups and then reporting to each other." On the day he visited, the children were preparing for a field trip to a house that had been used in the underground railroad. He was most impressed by "the warm spirit" pervading this multi-racial classroom.²¹

Fortunately, "Wanda's" classroom proved to be indicative of many of the other classrooms he observed. Many of the teachers had developed units that brought primary sources and other historical materials into their classes. He noted that what was refreshingly surprising to someone who ordinarily only teaches college students, was the high level of enthusiasm that middle school students -- especially fifth graders -- brought to these materials. At their best these children really want to know why one group of people enslaved another. They want to know why the slaves simply didn't rise up against the system. They want to know about the past and they are especially impressed by genuine materials from the past. Once history instruction goes beyond textbooks and workbooks, children of all ages are vitally interested in history.

In many of the classrooms Zilversmit visited he saw that the teachers had put their Academy Certificate prominently on the wall. There were also copies of the Bradley Commission's report and, in one case, examples of "History's Habits of the Mind" posted above the blackboards.

At the request of several participants, we held a Follow-up Conference in late March. We were able to get James West Davidson, author of one of the most popular books we had used in the summer -- *After the Fact* -- to be our keynote speaker. The highlight of the conference, however, was meetings of the mixed grades small groups and the informal reports on the teaching units that everyone had been working on.

VII. Evaluation

Because we wanted to develop not only a successful experience for the forty teachers we were working with but a model that would be useful to others we knew that evaluation had to be a central component of the Academy. Evaluation, however, is a difficult process that can easily become intrusive and can create suspicion among those who feel that they are being

Initially many participants were suspicious even of this mild form of evaluation.

judged. In planning for the Academy we decided to use portfolios as the major way of evaluating the impact of the Academy. Because history is a complex discipline and because we were attempting to

help teachers develop on many different levels (e.g. as historians, as teachers, as professionals, as individuals, etc.), we thought that the customary styles of evaluation (essay test, multiple choice test, term paper) were inadequate. Because each participant's program was unique, with a different starting point, a different journey, and a different destination, we felt we needed a tool that would reflect the intellectual journey rather than merely a "snapshot" of some point along the way. We felt that portfolio assessment could provide this type of rich, complete, and qualitative data.

In addition, we believed that portfolios are less threatening than many other ways of evaluation. More important, we appreciated the open-ended nature of portfolios because we knew that we could not anticipate all of the possible outcomes of the Academy process and a more rigid evaluation process might well miss a lot of valuable but serendipitous information. We also felt that portfolios would reinforce one of the central themes of the Academy -- collaboration. Each participant would decide how to construct their own portfolio with materials that would illustrate their own learning and their own changing thoughts about history.

Fortunately, early on in the planning process we consulted Professor Robert Tierney of Ohio State, a specialist in portfolio assessment, who agreed to work with us in developing an evaluation scheme that was reflective of our aims. Our work with Tierney and his colleagues proved to be highly rewarding as, with his careful questioning, we clarified each of our goals and then worked out ways of assessing progress in meeting them.

Initially many participants were suspicious even of this mild form of evaluation. Even our repeated assurances that it was the Academy that was being evaluated, not the participants, did not mollify some of

them. Yet a large number did find the process useful and some (including one of the sharpest critics) have gone on to use it with their own classes.²²

In addition to portfolios, we could also get a good idea of the effects of the Academy by reading the journals each week and discussing them in our staff meetings. (We asked participants to continue writing in their journals during the school year and to send them in periodically, but once school started and people got caught up in the demanding daily routine of teaching, few found time to comply with this request.) During the summer, the journals proved to be an excellent way of understanding the Academy process and they also provided for a two-way dialogue between the journal writers and their readers. Several of the participants found the journal to be so valuable as a learning technique that they incorporated it into their classroom strategies during the follow-up year.

A third evaluation instrument was specifically devised to measure the degree to which participants understood the nature of the discipline before and after the Academy summer program. On the first day we asked each participant to read and evaluate an historical document (a letter written in 1865 by an escaped African-American to his former owner) for possible use in a research project. Specifically, they were asked to tell us what questions they would ask about this document, what kinds of information they might learn from it, and what criteria they would use to evaluate its significance. At the end of the summer session, we returned the document (known by now as "the pink sheet") with the original responses to everyone and asked each participant how they might revise their first response.²³ We later asked a college history major (who is pursuing an independent research project on how historians use evidence) to assign a grade to the first of these exercises and then to the second.

We agreed that an excellent answer -- an A -- would be one that would be sensitive to the tone of the document and would question its purpose and its provenance. The questions raised would indicate that the reader would have a good idea of how to verify its authenticity. The best answer would also comment on the insights that the document gives on such topics as

master-slave relationships and relationships among slaves. The writer of such an essay would demonstrate an awareness of the need to determine whether the document was a fair representation of how former slaves felt and the need to search for other documents that would support or contradict it. For example, in one of the best answers, "Donald" asked whether there was other evidence that the person who

wrote the letter or the one to whom it was addressed really existed. He also pointed out that the fact that the letter was printed in a northern newspaper and contained sentiments that abolitionists would applaud would raise suspicions -- the document might be too good to be true.

A third evaluation instrument was specifically devised to measure the degree to which participants understood the nature of the discipline before and after the Academy summer program.

Grades on the first responses ranged from D- (62%) to B+ (88%); the mean was C+ / B- (80%) and the mode was D+ (68%). Grades on the second ranged from D+ to A with B- as the mean and C+ as the mode. Nine participants increased their grade only slightly or not at all (of these, however, only one had scored less than a C on the first effort). One person's grade increased from D to A and most participants gained a full letter grade.²⁴

VIII. Conclusions

After a follow-up year of visiting and corresponding with teachers we are convinced that the Academy had an important effect on almost all of the participants. Many of the classes that were observed and the final drafts of the teaching units reflected a real understanding of the nature of historical inquiry. There was obvious enthusiasm in the children's responses to the historical material. In some schools the spirit of the Academy affected even teachers who had not been directly involved. One participant (part of a group from her school who had attended the Academy) said that the summer program had been "infectious"; an unanticipated consequence was that the Academy had influenced other social studies teachers in her school. Another participant from the same school echoed this, adding that the emphasis on critical examination of texts had also affected the teaching of other areas of the curriculum.

One participant who had come to the Academy with little background in history found the material interesting but did not embrace much of it. "Kristin" reported that "the basic thing that I felt for myself and this course -- it was over my head. . . . I understood what was going on . . . and I was interested as it was happening but it didn't really become a part of me. It was just something happening." She noted that the experience had little effect on her teaching: "I [still] don't feel comfortable with history."²⁵ We estimate that there were probably four or five participants like "Kristin" on whom the Academy had very little effect.

On the other hand, we believe that the Academy had a profound effect on about a dozen of the participants. All of these have changed some aspect of their teaching in an important way and many of them have gone on to inspire other teachers in their school buildings. Most participants, we believe, gained important insights into history as a way of thinking and they have a new appreciation of the discipline. Of the eighteen teachers who returned our final questionnaire, all but two said that their teaching would or was already applying a critical thinking approach.²⁶ One teacher (who had had very little background in history) confided in her journal that before the Academy, she had never felt comfortable teaching history, it had "always been at the bottom of my list as far as subjects I like to teach (mainly because I'm not comfortable with my knowledge of it)." By the third week of the summer, however, she wrote in her journal: "I'm

actually excited about teaching history this year!" "Donald" (who, in contrast, came to the Academy with a wonderful background in history) reported: "Not only has the summer had an incredible impact on me as an individual and professional, but my experience (yes, even with portfolios) has already served me immeasurably well in my own school setting." As a result of his Academy experiences, he has taken a leadership role in his school's discussion of the curriculum:

"'Cause and effect' are taught in our reading series as an isolated reading skill, which is almost impossible for most 5th graders to grasp when taught that way. But when cause and effect are put into an historical context with significant consequences . . . made apparent to the kids, they begin to understand the concept. History provides endless examples to use with kids that help them to understand 'cause and effect' connections."

"Hopefully, this influence will enhance education in the district for many years to come."²⁷ "Denise" noted that "The History Academy . . . has really helped me in my teaching this year. In Social Studies I have been teaching my students to look at things more critically and from different perspectives. . . . I feel really good about my social studies teaching this fall. I think viewing myself as an historian has really changed my perspective . . . I feel my

students are benefiting from my experience in the Academy." During the summer, one teacher had already noted that historical materials could enrich the whole curriculum. "'Cause and effect' are taught in our reading series as an isolated reading skill, which is almost impossible for most 5th graders to grasp when taught that way. But when cause and effect are put into an historical context with significant consequences . . . made apparent to the kids, they begin to understand the concept. History provides endless examples to use with kids that help them to understand 'cause and effect' connections."

An important goal of the Academy was to help teachers to think about the past in the ways that historians do -- to understand how historians deal with the past. As in the case of "Brenda," a fourth grade teacher, the Academy experience succeeded in meeting this goal. She recalls that "I used to take things at face value I guess before the Academy this summer. So it's made me . . . look more into things that I accept as the truth and things I want to hand out to kids or pass along as information . . ."²⁸

The Academy made teachers more aware of the resources they can use to help them in their teaching of history. "Denise" reported that "before I did the Academy there was a span of probably 10 years that I never went to the library. Now I found myself going to the library a lot more . . ." For "Harriet" the Academy had a similar affect: "I feel more confident. If someone asks me a question and I don't know the answer I know at least a little bit better where to get the answer."²⁹

Using primary sources with students was one of the most important ideas that teachers took back with them into the classroom. (All but one of those who responded to our questionnaire said that they were using or planning to use primary sources in their classes). By October, "Wanda" (the teacher who had thought primary source was another name for materials for primary grades) was making excellent use of them in her fourth grade classroom unit on the underground railroad in Franklin County, Ohio. Another teacher, Linda Clark, talked about using primary sources in an article she wrote about the impact of the Academy on her teaching: "One day my [8th grade] class was analyzing the 1860 auction listing of 138 slaves in Charleston. They worked with this primary source document to look at names, ages, categories and prices of slaves.

Working with the document seemed to make them feel like real historians, generating their own research! After class, students said it was fun not having class today and that we should do this more often." Linda went on to tell us of her hunt for good sources for her students: "One of the best things the Academy did for me was to connect me back to the fun and adventure of historical research!"³⁰

While initially high school teachers were a little suspicious (or even disdainful) of elementary teachers, that feeling changed very rapidly and the two groups ended up teaching each other valuable lessons.

IX. What Worked?

1. The idea of having highly skilled teachers serve as partners in the summer faculty was crucial to the success of the Academy. Not only were the mentor teachers skilled contributors, they demonstrated that good history teaching can take place at all levels of the curriculum. Even more important, the relationship between them and the college and university faculty members of the staff modeled the kind of collaboration we wanted to promote. The structure of the Academy was, therefore, fully supportive of one of our most important goals.
2. It is clear that the idea of mixing teachers of different aged students in the same program worked remarkably well. We were gratified to see how well elementary and secondary teachers worked together during the summer session, not only in formal discussions groups but in sharing ideas and information in countless informal sessions. While initially high school teachers were a little suspicious (or even disdainful) of elementary teachers, that feeling changed very rapidly and the two groups ended up teaching each other valuable lessons.

The small group, cooperative learning format

that many elementary teachers worked with proved to be an attractive alternative to some of the high school teachers. Most important, both groups developed a much better sense of what was happening in classrooms at other levels.

3. The combination of an intense residential program with a year-long follow up program worked well. During the summer everyone worked very hard, but because we were together so much of the time, it was possible to develop the kinds of on-going relationships that teachers need to support each other. The continuing relationships (visits, letters, telephone calls, newsletters, conference) of the Academy staff with the teachers during the school year was valuable in helping teachers to bring new material into their classes and in providing support for change when teachers had returned to a setting in which it was sometimes difficult to get others to support change.
4. While the idea of doing original research initially frightened some teachers, participants surprised themselves by their ability to do significant historical research. It is remarkable that fifteen out of the eighteen participants who responded to the evaluation questionnaire said that they were using

or had used their research project in their teaching. Two others said that they were planning to use it in the future.³¹ While some of the research projects were relatively routine, a few were highly original. One participant's research, for example, centered on a family story of his great, great grandmother who had been born a slave. Through a study of military and local records, he was able to provide a context for her account of how Union troops came to her Alabama plantation. Another participant read extensively in the diaries and letters of Civil War soldiers and found new ways to help her students, to (in the words of the Bradley Commission on History) "perceive past events and issues as they were perceived by people at the times."³² Another teacher did an elaborate project on Native American Autobiography.

5. The idea of encouraging clusters of teachers to apply from the same school proved to be sound. We found that in schools in which two or more teachers had participated in the Academy they reinforced and supported each other. In the case of one suburban Columbus school three participants were part of the same teaching "team" and shared responsibility for developing a social studies program for their classes. In this case the transition from the Academy to the individual classrooms of the participants was very easy. There were, however, other examples of cooperation between teacher participants from different, nearby, schools. For example one teacher from a Columbus inner city school worked with another participant from a suburban district to make several presentations on the Academy's program to both pre- and in-service teachers.

6. Despite some early misconceptions about how a portfolio would be used, the collection and selection of a portfolio that demonstrated the intellectual journey taken by the teacher during the Academy:

- made for better work by the participants;
- resulted in better judgements of the quality and quantity of work by the Academy faculty, especially when assigning grades;

- enabled the faculty to monitor progress and make mid-course corrections on individual and groups programs of study;
- helped the participants carry over the benefits of the summer program into their classrooms;
- made the follow-up more effective for the visits of the Academic Director and the visits of the evaluation team;
- was in harmony with our discipline, that is, the portfolio is a "documentary history" of that participant's experience in the Academy; it is satisfying that we have used a "history" as an integral part of an Academy on history.

7. The opportunity to meet and talk with historians about history was enjoyed by the participants. It also meant that participants could further individualize their programs by discussing their own topics with the historians. In addition, the face to face meeting with historians seemed to help the teachers think of themselves as historians in that they were able to hold their own in conversation with people they may have previously regarded as "experts." They found that their own research was respected by the historians and that their experience in the classroom was an ability that even renowned historians did not always possess. Because the participants met and talked with a large number of historians during the Academy they began to be able to make intellectual judgements and make distinctions among historians. They realized that there are differences of opinion among historians and that some historians are better than others.

The collection and selection of a portfolio that demonstrated the intellectual journey taken by the teacher during the Academy was in harmony with our discipline, that is, the portfolio is a "documentary history" of that participant's experience in the Academy; it is satisfying that we have used a "history" as an integral part of an Academy on history.

8. The curriculum of World History/US History/Theory-Methods of History helped make connections. Often material from one or the other course was referenced in the other, both by the faculty and the participants. The ideas in the Theory course were often applied to textbooks and teaching materials and strategies. Participants made connections

between U.S. History events and the events taking place elsewhere in the world at the same time. In addition, it was important to model a survey course for teachers who would be teaching survey courses. Most participants, but especially U.S. history teachers and elementary school teachers, had little world history knowledge; therefore the world history course was particularly valuable to those teachers.

9. We used other organizational techniques that we believe resulted in motivated participants and promoted freewheeling discussion. Among them were:

- 75-minute time periods with 30-minute breaks allowed enough time for presentation and discussion and then promoted informal sharing inbetween sessions.

- the 4 weeks allowed a total immersion in history that could not have been achieved in 2 or 3 weeks. The first week is always plagued with organizational and preparatory work; the last week is taken up with ceremonial and evaluative activities; thus, without the full two weeks for research, dialog, demonstrations, and presentations, there would not have been sufficient time for the intense historical work that was accomplished.

- The use of Academic Advisors provided what amounted to an individual faculty member for each participant; the advisor used the journals to help the students work through their own thinking and learning processes; the variety of groupings (advisor groups, grade level groups, cross-grade level groups, and large groups) promoted much cross-fertilization of ideas and also a healthy respect for people who taught in other situations.

- The organizational support for the faculty and participants included an on-site staff, office, and computer/copy equipment, making it easier for both to concentrate on their work without worrying about physical problems.

- The physical facility at Ohio State's Fawcett Conference Center provided us with everything "under one roof" yet still on the University Campus, close to the library and computer labs. The use of Fawcett meant that participants had free parking, which helped promote cohesion between the resident and commuter teachers. The conference center was able to give us a large conference room, two small-group discussion rooms, one of which also doubled as an Academy exchange library, and a small room for an Academy office for staff meetings. The center also had complete food service which meant that we did not have to go outside for meals and lost no time. The food was a measure above the typical university cafeteria menus. The center is also a hotel and the resident teachers stayed in the same building where our meetings were held. All of these features improved the Academy because they kept physical problems at a minimum so they did not intrude on the intellectual work.

- Library passes to Ohio State's research library encouraged participants to use primary sources and learn how to make their way around a research facility. They also became familiar with new technology including computerized searching and the use of databases and CD-ROMs.

We tried to build into the program incentives for the participants and to consciously treat them in a professional manner at all times. We expected intense intellectual effort from the teachers and we wanted them to begin thinking of themselves as historians who taught school. Therefore we made it a point to treat the participants as historians.

- The field trip to the Ohio Historical Society, including its research library, museum, and historic village, demonstrated the library resources in that institution and indicated what could be found in other local historical societies. The trip also took the Academy out of the university setting and broadened their range of historical sources and people and institutions with whom they could collaborate.

- Much learning and exchange of ideas is informal and our policy of eating lunch together every day and providing dinner

when an evening session was scheduled facilitated such exchanges. Faculty members would sit with different groups and groups of participants formed and reformed at meal sessions. Guest lecturers often ate with the group and had their "brains picked."

10. We tried to build into the program incentives for the participants and to consciously treat them in a professional manner at all times. We expected intense intellectual effort from the teachers and we wanted them to begin thinking of themselves as historians who taught school. Therefore we made it a point to treat the participants as historians and to make it worth their while for them to act as historians. Among the incentives we used were: a \$1,000 stipend, a travel allowance, copies of several expensive quality history books, room and board in a hotel rather than dorm setting, graduate credit in history, access to duplicating facilities, coffee/juice/rolls each morning, coffee/soft drink breaks between sessions, several special meals (cook-out, box lunches, Mexican buffet, etc.). We tried to treat each person as a colleague by never using academic degrees on name plates, by having classroom teachers as equal members of the Academy faculty, by promoting free exchanges between faculty-participants-staff-guest presenters. Evidence of the *esprit de corps* we developed includes the creation and production of a "History Camp" t-shirt by the participants, the orders for an Academy "team photo;" and the writing and performance of a history Academy song by the participants. In addition participants have felt free to take positions, write articles, and in general discuss history on an equal footing with the Academy faculty and guest presenters.

X. What Would We Do Differently?

1. Because we were not completely clear ourselves on the exact relationship of the research projects and the teaching units we had assigned, we were initially unable to give a clear, unified description to participants. This caused some needless anxieties, especially among the elementary teachers. Once we made it clear that we did not necessarily expect a graduate school-style research paper from everyone but that we did want all teachers to do historical research that would help them in the classroom, and that we would show any who needed it how and where to do the research, that anxiety abated to a large degree.

2. Although the portfolio evaluation process was innovative and creative, the outside evaluation team that was developing the "portfolio" on the Academy Project, as a whole, was visible to the participants because they attended all the sessions. There were some age-old beliefs about evaluation in the minds of the participants; the outside evaluators were perceived to be evaluators of the participants and were seen as threatening. We need to repeat even more often than we did that the outside evaluators were there to evaluate the Academy, not to give grades to the individuals.

The teachers identified the word "portfolio" with the outside evaluators and seemed to believe that their grade would be given by the evaluators rather than their faculty advisor. It would have been better for us to have stated early on that they would be keeping a personal portfolio which they would review with their faculty advisor at the end of the summer session and which would be the basis for their grade. We would tell them that the outside evaluators would have no effect on their individual grade.

3. While we still think that the Historians Network is an important innovation, we believe that it would have worked more effectively if we had taken a somewhat different approach. We could have worked more closely with a smaller group of historians. From the beginning, we needed to establish a clear framework for the kinds of cooperation we hoped to foster. The Network would have functioned more effectively if we had held a meeting with those who volunteered early on. An orientation mechanism (letter, brochure, phone call, or meeting) would have given the historians a clearer idea of what it was that we wanted them to do and what they could expect from the teachers they would be working with. Getting historians from all over the state to a single meeting would have been difficult, but it would have paid important and lasting dividends. Genuine collaboration requires more preparation than we had thought because both school teachers and professional historians need more guidance in establishing mutually satisfying relationships.

XI. Professional Development for History Teachers

It is important that citizens in a free society be historically literate. Because history is such an important part of a student's education, it is imperative that those teachers who pass on the story of our country and our world be as knowledgeable as possible in their discipline. Teachers of history must know U.S. and World history, they must understand the interactions and connections between the two, they must know the techniques of the historian and think with the historian's habits of mind, they must know the stories of history and be skillful and compelling in conveying those stories to students. They have the task of not only knowing history and historiography but translating that knowledge to children in a skillful and interesting manner. It is not enough to be just a knowledgeable historian or to be just an expert in teaching methodology—if our children are to have history as a cornerstone of their education, our history teachers, K through 12, must be both. Such a task requires preparation and continual study.

Our basic belief is that better teachers will lead to better teaching; and better teaching will result in better learning for our children. We believe that academies such the one we have described are necessary to develop and improve history teachers and history teaching in our schools. The strategies and techniques we have described will result in teachers who know history, know historical methods and sources, know interesting ways to present lessons to students, and are highly motivated to apply what they know in the classroom.

Would we do it again? Yes -- with a great deal of enthusiasm! In fact one of the most frequently asked questions by participants has been *when* are you going to have another Academy? Would we recommend it to others? Certainly! All of us regard the History Academy for Ohio Teachers as an important part of each of our careers in education. We believe that this kind of effort -- working with teachers who are already in the classroom -- provides a useful model for improving history instruction in the schools.

Endnotes

- 1 Kenneth T. Jackson and Barbara B. Jackson, "Why the Time is Right to Reform the History Curriculum," *Historical Literacy: The Case for History in American Education*, Paul Gagnon et al eds. (Boston: Houghton Mifflin, 1989), pp. 3-15.
- 2 National Center for History in the Schools, *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*, Charlotte Crabtree et al, eds. (Los Angeles: National Center for History in the Schools, 1992) p. 8.
- 3 Bradley Commission on History in Schools, *Building A History Curriculum: Guidelines for Teaching History in Schools* (Washington, D. C.: Educational Excellence Network, 1988) p. 7.
- 4 *Lessons from History*, p. 5.
- 5 Diane Ravitch and Chester E. Finn, Jr., *What Do Our 17-Year Olds Know? A Report on the first National Assessment of History and Literature* (New York: Harper & Row, 1987), pp. 49-50, 68.
- 6 Ravitch and Finn, pp. 227-229.
- 7 Larry Cuban, *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980* (New York: Longman, 1984), p. 2.
- 8 *History Matters!*, May/June, 1990, p. 5.
- 9 Jackson and Jackson, "Why the Time is Right," p. 10.
- 10 "Application for Grants Under the Secretary's Fund for Innovation in Education," United States Department of Education, Washington, D. C., 1991, p. 2H. Teacher Academies were seen as part of the first goal of the *America 2000* program. *America 2000: An Education Strategy* (Washington, DC: Government Printing Office, revised, 1991), p. 15.
- 11 *Building A History Curriculum*, p. 3
- 12 For a list of the members of the Advisory Committee, see Appendix I.
- 13 The texts were: George B. Tindall, *America: A Narrative History* (N. Y.: W. W. Norton, 1992) and Peter N. Stearns, *World History: Patterns of Change and Continuity* (N. Y.: Harper & Row, 1987). We used the New American Library edition of Douglass' *Narrative*.
- 14 Published by McGraw-Hill, 1992.
- 15 For the Application form, see Appendix II.
- 16 For the Historians Network, see Appendix III.
- 17 Linda Clark, "What I've been Doing since the Academy," *Ohio History Info Overview*, Vol. I, No. 2 (November, 1992), p. 3.
- 18 For the complete syllabus, see Appendix IV.
- 19 Emphasis refers to specific "Vital Themes, Topics, Habits of the Mind, and Modes and Methods" adopted by the Bradley Commission and published in *Building A History Curriculum*.
- 20 Robert J. Tierney, James M. Wile, and Antonia Gale Moss, *Report on the Evaluation of the History Academy for Ohio Teachers, June 1992 - May 1993*, p. 29. A copy of this complete technical report is available from the National Council for History Education, 26915 Westwood Road, Suite B-2, Westlake, OH 44145. Phone 216-835-1776; FAX 216-835-1295; electronic mail ae515@cleveland.freenet.edu
- 21 Arthur Zilversmit, "Academic Director Visits Academy Teachers," *Ohio History Info Overview*, Vol. I, No. 2, (November, 1992), pp. 1, 3.
- 22 For a detailed description of the portfolio evaluation process, please see the complete technical report by Professor Tierney and his colleagues, James M. Wile and Antonia Gale Moss, *Report on the Evaluation of the History Academy for Ohio Teachers*.
- 23 For a copy of the document, the questions and the evaluation of the participants, see Appendix VI.
- 24 See Appendix VI.
- 25 Tierney, *Report on the Evaluation*, pp. 71.
- 26 Tierney, *Report on the Evaluation*, Table 6.1, p. 145-146.
- 27 "Donald" in a letter to Elaine Reed, 9/24/93.
- 28 Tierney, *Report on the Evaluation*, p. 29.
- 29 Tierney, *Report on the Evaluation*, pp. 37-38, 62.
- 30 Clark, "What I've Been Doing," p. 3.
- 31 Tierney, *Report on the Evaluation*, Table 6.1, p. 145-146.
- 32 *Building a History Curriculum*, p. 9.

Appendix I

History Academy Advisory Council

National Council for History Education, Inc.

(* = Academy staff)

*Samuel C. Chu
Vice Chairperson
History Department
The Ohio State University
Columbus, OH

*Allan L. Damon
Horace Greeley H.S.
Katonah, NY

Denis P. Doyle
Senior Research Fellow
Hudson Institute
Chevy Chase, MD

Jean Droste
Special Assistant to the Governor
Div. of Education Policy Initiatives
Riffe Center, 30th Floor
Columbus, OH

*Robert Duffy
Humanities Department Chairperson
Steinmetz High School
McHenry, IL

Nancy Ann Eberhart
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Curriculum/Instruction/Development
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Quality Improvement
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*Betty B. Franks
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Contemporary History Institute
Ohio University
Athens, OH

Paul A. Gagnon
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Washington, DC

Kenneth Kocal
East High School
Cleveland, OH

David E. Kyvig
Pres., Nat'l. Council on Public Hist.
Dept. of History
The University of Akron
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Ohio Historical Society
Columbus, OH

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Stuart, FL

Thomas Mooney
Vice President
American Federation of Teachers
Cincinnati, OH

Dean Moore
Social Studies Supervisor
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*Joseph P. Ribar
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Kenyon College
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*Nancy Taylor
Teacher-Grade 4
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Case-Western Reserve University
Cleveland, OH

George V. Voinovich
Governor
The State House
Columbus, OH

*Arthur Zilversmit
Department of History
Lake Forest College
Lake Forest, IL

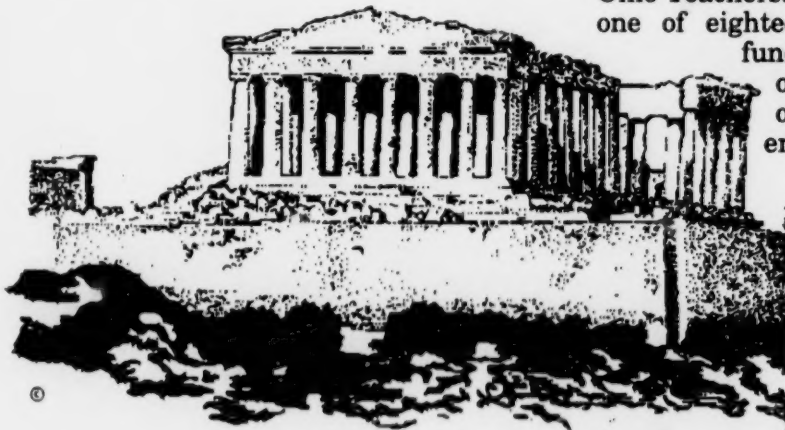
The NCHE History Academy For Ohio Teachers 1992-1993

A crucial aspect of the current sense of crisis in education is the concern that students do not have a solid background in the history of their own country and that of other nations and cultures. Providing that background is the main task of the U.S. and World History instruction in elementary and secondary grades. Not only are these courses important, they are the most difficult kind of history courses to teach; they require a broad knowledge of



history, the judgement for making selections of significant "landmark" events, and the ability to synthesize the "big picture." Yet, difficult as they are to teach, they are typically the courses for which teachers have the poorest preparation and the weakest models.

In an effort to deal with this vital issue, the National Council For History Education (NCHE), with the support of a grant from the United States Department of Education's Fund for Innovation, announces the establishment of a History Academy for Ohio Teachers. The NCHE Academy is one of eighteen teachers' academies funded by the Department of Education and one of only four national academies in history.

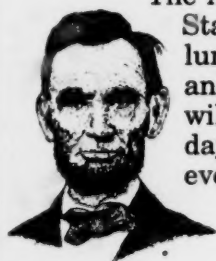


*National Council for History Education, Inc.
26915 Westwood Rd., Suite B-2
Westlake, OH 44145-4656*

Goals

- to devise ways of enriching the teaching of history in Ohio schools;
- to increase the participants' background in and knowledge of U.S. and World history
- to develop and improve the participant's skill at teaching history;
- to demonstrate, share, and practice effective and innovative teaching methods and technologies;
- to prepare a model for teacher education and renewal that can be replicated in other states.

The Academy Program



The Academy will meet at Ohio State University in Columbus, beginning June 29 and ending July 24. Sessions will be held throughout the day; there will be some early evening sessions.

The curriculum will include:

- lectures by members of the Academy faculty
- presentations by prominent historians and educators.



In addition, there will be

- demonstrations of new developments in teaching technologies
- readings and small group discussions, and
- time set aside for independent study.

The Academy faculty will continue to work with participants in a year-long follow up program aimed at providing support, implementing changes, and sharing successful projects and ideas.





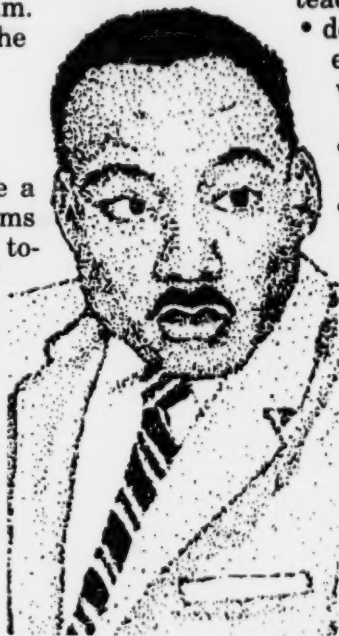
Benefits

Teachers chosen to participate will receive:

- room and board for Academy residents
- for non-residents, lunches and, on days when evening meetings are scheduled, dinner
- a stipend of \$1,000
- materials for the Academy
- five hours of graduate credit, awarded by the History Department, Ohio State University, after successful completion of the program. Tuition will be paid by the Academy.

Assessment

Participants will assemble a portfolio of a variety of items demonstrating growth towards and achievement of both the general course goals and individual goals. Evaluation for credit will be based on a Final Portfolio whose contents will be one-third required items; one-third participant chosen items; and one-third chosen in a staff/participant conference.



Eligibility

Only Ohio elementary and secondary school teachers (K-12) are eligible. Residence on campus is encouraged but not required; participants will be expected to attend all scheduled evening activities and classes.

Applicant Commitment

Each participant will:

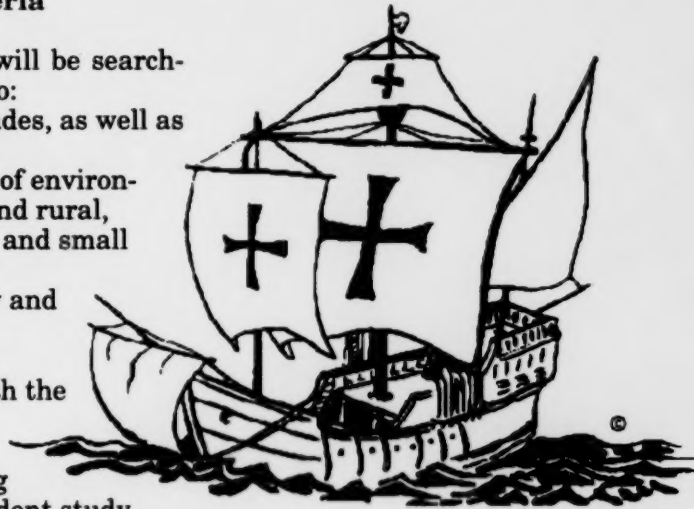
- do the assigned preparatory reading before the summer session.
- attend all sessions for the full four weeks.
- undertake and report on an independent study project in an area of history related to a course they are or will be teaching in the near future.
- develop, test (and modify if necessary) two original teaching units within the broad area chosen for the independent study project.
- keep a journal of his or her experiences and insights
- contact a historian from a nearby college or university and enlist that person's commitment to meet several times during the follow up year to work with participants in developing new teaching units. (For teachers who have no university contacts, NCHE will supply a list of Ohio historians who have indicated that they are willing to serve in this capacity).
- participate in the followup year by revamping their own course, consulting with their historian, attending any Academy followup sessions, and being available for class observations by the Academy staff.

Selection Criteria

The Selection Committee will be searching for forty candidates who:

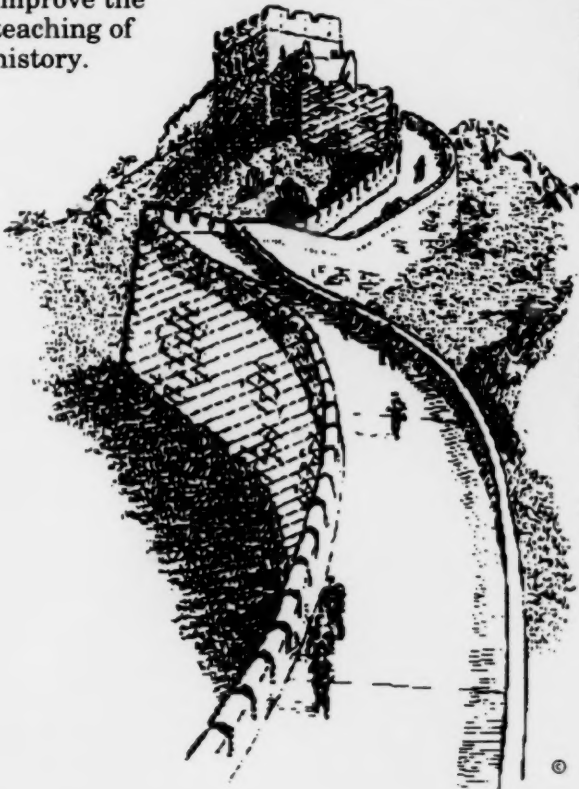
- represent elementary grades, as well as middle and high school.
- represent a cross-section of environments including urban and rural, public and private, large and small schools.
- include both U.S. History and World History teachers
- have the support of their building principal for both the Academy and the followup year.
- have proposed interesting and challenging independent study projects for the summer session.

Applications from two or more teachers from the same school or district are encouraged so that they can work together and help other teachers in their school to improve the teaching of history.



Please complete the application form, ask your principal and one other person familiar with your teaching to complete the recommendation forms and to return them to you in sealed envelopes. Mail the complete application to:

**Elaine W. Reed, Executive Secretary
National Council for History Education
26915 Westwood Rd., Suite B-2
Westlake, OH 44145-4656**



**Note: Complete Applications are due March 20.
Applications will be reviewed and applicants will be notified by April 1.**

The NCHE Academy does not discriminate on the basis of race, color, national origin, sex, handicap, or age.

Appendix II (cont.)
Recruitment Brochure Insert

APPLICATION -- NCHE HISTORY ACADEMY
Note: Complete Applications are due March 20

Name _____ Social Security Number _____

Address _____ Home Phone _____

School _____ School Phone _____

Address _____

Grades(s) taught _____ Subject(s) taught _____

Extracurriculars and/or coaching assignments? _____

How many years have you been teaching; part time? ____; full time? ____

Highest degree received? ____ where? ____ when? ____

If other teachers from your school or district are applying, please list their names.

Please list the name of an historian who has agreed to work with you during the follow up year.

Briefly describe your educational background since high school. Please indicate what kinds of history courses you have had.

(over)

Appendix II (cont.)

Recruitment Brochure Insert

Briefly describe an area of history that you would like to explore in an independent study project and tell us why you are interested in it and how it relates to a course that you are currently teaching or that you will teach in the near future.

In an essay of 300 to 400 words (on a separate piece of paper), please discuss why you wish to participate in the Academy (what do you hope to gain from the experience)? What contributions can you make to the experience? What are some of the ways in which you would like to enhance your ability to teach world and/or American history?

If I am chosen to become a participant in the Academy I agree that I will:

1. do the assigned preparatory work before the summer session.
2. attend for the full four weeks.
3. devise at least one new teaching unit, based on the summer's work.
4. during the follow up year, consult with the historian(s) I list in this application to implement changes in my courses and to work with other teachers in my school to revise the teaching of history.
5. share my ideas with other teacher participants in the Academy.
6. assemble a portfolio, including a journal, which will become the basis for evaluating my experiences during the summer and the follow up year.

Signed _____

References

Please ask your principal and one other person who is familiar with your work to write a letter of recommendation for you. This person may be a colleague or someone from whom you have taken a course. Letters of recommendation should be returned to you and mailed with this application. **Note: the deadline for applications is March 20.**

Appendix II (cont.)
Recruitment Brochure Insert
Principal's Recommendation

To the Candidate:

Please write your name and the name of your school on this form and then give it to your principal.

To the Principal:

The person named above is applying to attend the History Academy for Ohio Teachers, a program sponsored by the National Council for History Education and funded by the United States Department of Education. The four-week summer program and the year long follow up will be dedicated to improving the teaching of history in the schools. We would like your comments on the suitability of this candidate for such a program. We would also like you to comment on how you and your staff would help the candidate implement changes in the history curriculum in your school. After you complete it, please put this form in a sealed envelope, with your signature across the flap, and give it to the candidate. **Note that the complete application is due March 20.**

(signature)

Name

Appendix II (cont.)
Recruitment Brochure Insert
School Recommendation

To the Candidate:

Please write your name and the name of your school on this form and then give it to the person you have chosen to write your letter of recommendation.

The person named above is applying to join the History Academy for Ohio Teachers, a program sponsored by the National Council for History Education and funded by the United States Department of Education. The four-week summer program and the year long follow up will be dedicated to improving the teaching of history in the schools. We would like you to comment on the suitability of this candidate for such a program. Please let us know the characteristics which describe the applicant as a successful teacher and continuing learner, the reasons why you believe the applicant should be chosen and the likelihood that the program will lead to enriching the history curriculum in his or her school. After you complete it, please put this form in a sealed envelope, with your signature across the flap, and give it to the candidate. **Note that the complete application is due March 20.**

(signature)

Name

School

Appendix III
Ohio Historians Network Recruitment Letter

National Council for History Education, Inc.
promoting the importance of history in school and society

Board of Trustees

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Elaine Wisley Reed
Executive Secretary

Earl P. Bell
Treasurer

January 31, 1992

Dear Member of the Ohio Academy of History:

As responsible citizens and as professional historians, all of us are concerned about the quality of the history taught in the schools. Many of us believe that students do not come to college with adequate backgrounds in World and American History. I am writing you now to tell you about a new program, sponsored by the National Council for History Education (NCHE), that is aimed at doing something about this situation and, most important, to enlist your support in this effort.

NCHE has received a grant from the United States Department of Education's Fund for Innovation to establish a History Academy for Ohio Teachers. The Academy's goals are not only to devise ways of enriching the teaching of history in Ohio schools but to prepare a model for teacher education and renewal that can be replicated in other states. (This is one of eighteen teachers' academies funded by the Department of Education, only four of which are devoted to our discipline).

As historians and teachers of history the NCHE members strongly believe that the success of any effort to improve the history curriculum depends ultimately on the skills and knowledge of teachers. Accordingly the Council's program calls for a four week summer Academy at Ohio State University in the summer of 1992 that will focus first on helping teachers by improving their backgrounds for teaching United States and World History courses and second on sharing innovative teaching methods and technologies. After the summer, there will be a year-long follow up program, aimed at implementing changes and sharing successful projects and ideas.

Elaine W. Reed, Executive Secretary of the National Council for History Education, is the Project Director. I will serve as the Academic Director and the Associate Director is Professor Samuel Chu, Vice-Chair of the History Department, Ohio State University.

Central to the efforts to improving the teaching of history in the schools, we believe, is re-establishing links between school teachers and academic historians. It is in connection with this part of our program that we seek your support. We are asking each applicant to the Academy to contact an academic historian from a nearby college or university and to ask him or her to make a commitment to meet several times during the follow up year with those applicants who are chosen to become participants in the History Academy.

If you volunteer to participate, you might be asked to suggest readings in your field on a topic of special interest to the teacher and then to meet with him or her one or more times to review the teaching units that the teacher will develop. Through these meetings, which will bring academic historians and teachers together, we want to provide a means for historians to play an important, collegial, role in the reform of the pre-collegiate history curriculum.

If you would be willing to be a part of this Ohio History Network, please complete the enclosed postcard and drop it in the mail. I look forward to the opportunity to work with you on this project.

Sincerely,

Arthur Zilversmit, Professor of History
Lake Forest College

P.S. Applications for the Academy have already begun to come in so I'd appreciate a reply as soon as you can make a decision. We may be able to match you up with a teacher right away.

26915 Westwood Road, Suite B-2 • Westlake, Ohio 44145-4656 • 216-835-1776

Appendix IV

Syllabus for the Summer Academy Courses

29

June, Monday

Week I, June 29 - July 3

9:00 Theory and Methods Course

Why Study History? mixed grade groups, mentor teachers esp. Bob Duffy

What is the relationship between our personal memories and history? How does historical knowledge help us to understand our world?
Can we live a full life and make intelligent decisions without understanding history?

Reading: Materials developed by Bob Duffy
Emphasis: History's Habits of Mind: understand the significance of the past
History's Many Modes and Methods

10:45 Combined American/World History Course

The World of Columbus (Prof. Zilversmit)

What was the nature of the political and social structure of the European world on the eve of exploration?

What were the dominant views of the world's geography before the voyages?

What was the intellectual and social impact of the news of the discovery of a "new" world on Europe?

What were the long range consequences of these discoveries for Europe?

Emphasis: Civilization, cultural diffusion, and innovation; Comparative history of major developments

1:15 Theory and Methods Course

Portfolio Assessment (Prof. Robert Tierney, OSU)

How can portfolios be used for assessment?

What should be included in a portfolio?

How are portfolios evaluated?

2:45 American History Course

1492 in America (Bob Duffy)

What do we know about the native Americans of 1492?

What was the impact of the coming of the Europeans on North America, South America and the Caribbean islands?

Emphasis: Human action and the environment
Patterns of social and political interaction.

7:00 Theory and Methods Course

Independent Study Projects (advisory groups – mentor teachers, Prof. Zilversmit, Prof. Chu)

What kinds of independent study projects have participants chosen?

What resources can help in pursuing these projects?

30

June, Tuesday

9:00- Noon Theory and Methods Course

Introduction to Library Research Methods, Computerized catalogues, CD Roms and Data Bases (Prof. Zilversmit & Graduate Assistant Dixee Bartholomew)

How can the research library be used effectively in doing historical research (with specific emphasis on participants' independent study projects)?

1:15 Combined American/World History Course
Africa and the Slave Trade (Prof. Zilversmit)

What was the political and economic structure of African societies before the slave trade?

How did European presuppositions about blackness affect their treatment of Africans?

What was the nature of the process of enslavement and the middle passage?

What were the effects of the slave trade on African societies?

Emphasis: Patterns of social and political interaction
Comparative development of major developments
The gathering of peoples and cultures from many countries

2:45 Theory and Methods Course

What is History? (mixed groups -- mentors)

How can we know what happened in the past a place and time we can never see directly?

How do historians learn about the past?

What are primary sources and why do historians value them?

How do historians evaluate evidence?

Can historians act as couriers, bringing the facts of the past to our attention without any bias or presuppositions?

Reading: Davidson, "Prologue"; Becker "Everyman"

Emphasis: History's Habits of the Mind: the complexity of historical causation and the often tentative nature of judgements about the past.

7:00 independent study

Appendix IV (cont.)

Syllabus for the Summer Academy Courses

1 July, Wednesday

9:00 World History Course

Early History:

The Forming of Civilizations: China (Prof. Chu)

What is a civilization?

How was early China different from Egypt, Mesopotamia and India?

What was China like in ancient times, in medieval times?

10:45 Theory and Methods Course

Demonstration: Analytical history case study of Women in Japan A Unit that Focuses on Developing History's Habits of the Mind (Betty Franks)

Emphasis: Habits of Mind: Awareness of Continuity and Change

1:15 (all afternoon) Theory and Methods Course

Using Local History -- Visit to Ohio Historical Society (co-ordinated by Nancy Taylor)

How can local history provide insights into national history?

How can we use museums and historical societies to stimulate student interest in history?

Emphasis: History's many modes and methods

7:00 Theory and Methods Course

Local History: Teaching Strategies (mixed groups -- mentors, esp. Nancy Taylor)

What strategies for using local history have worked in your classroom?

Emphasis: History's many modes and methods

2 July, Thursday

9:00 World History Course

India encounters Greece and China (Prof. Chu)

What were the origins of Indian civilizations?

What was the role of the the Indus valley people?

What did Alexander the Great contribute to India -- the flowering of the Greco-Aryan culture?

What was the relationship of India to its neighbor, China?

10:45 American History Course

The Small World of Colonial Massachusetts (Allan Damon)

What was the role of English ideas -- religious and political -- in the formation of the colony?

How did the interaction of English ideas and the possibilities of a new land produce new kinds of political institution?

Emphasis: Values, beliefs, political ideas, and institutions

Human interaction with the environment

The evolution of American political democracy

History's Habits of the Mind: the relationship between geography and history

1:15 independent study

2:45 independent study

7:00 independent study

Appendix IV (cont.)

Syllabus for the Summer Academy Courses

3

July, Friday

9:00 American History Course

The Encounter of Cultures (mixed groups -- mentor teachers)

How did European Americans view Native Americans?

How did Native Americans view Europeans?
What factors make it difficult to understand other cultures?

How can historians overcome these obstacles?

Reading Davidson, "Serving Time," "The Noble Savage"

Emphasis: Patterns of social and political interaction

10:45 World History Course

Religious Encounters: The Buddhist 'Conquest' of South East Asia, China, Korea and Japan (Prof. Chu)

Who was Gautama Sakyamuni?

What were his original teachings?

How and why did Buddhist beliefs and practices change as it penetrated into other parts of Asia? Why?

1:15 independent study

2:45 independent study

6

July, Monday

Week II, July 6 to July 10

9:00 World History Course

Western Civ: The origins of Greco-Roman Civilization (Prof. William Woehrlin, Carleton College)

10:45 American History Course

Different Patterns of Colonialism: Spain, France and Britain (Prof. Zilversmit)

How did the differences between the French and Iberian political traditions from those of England effect their colonial policies?

Why was the relative poverty of the English King a blessing for the British colonists?

What was the role of patterns of organization of business enterprise in helping to define colonial policy?

*Emphasis: Comparative study of major developments
The evolution of American political democracy*

1:15 independent study

2:45 independent study

7:00 Theory and Methods Course

Use of Computers in History Instruction, I (Bernard Hollister, Illinois Mathematics and Science Academy)

Appendix IV (cont.)
Syllabus for the Summer Academy Courses

7	July, Tuesday	8	July, Wednesday
9:00 Theory and Methods Course Computer Lab (Hollister): groups A & B		9:00 independent study	
Theory and Methods Course Demonstration Lesson -- Louisiana Purchase, Narrative History (Betty Franks and Allan Damon): groups C & D		10:45 World History Course Western Civ: Contacts between Europe and Islam in the Middle Ages (Prof. Woehrlin)	
<i>Emphasis: Human interaction with the environment Importance of the individual Role of the accidental/unintentional in history Historical empathy, Elements of a Narrative</i>		1:15 Theory and Methods Course Women's History -- Historians and Gender (Prof. Susan Hartmann, OSU) In what ways can an understanding of the role of women enrich our understanding of the past? In what ways did viewing the past through the "gender lens" change historians' views of their subject matter?	
10:45 Theory and Methods Course Computer Lab (Hollister): groups C & D		<i>Emphasis: History can best be understood when the role of all constituent parts of society are included Patterns of social and political interaction History's Many Modes and Methods</i>	
Theory and Methods Course Demonstration Lesson -- Louisiana Purchase, Narrative History (Damon & Franks): groups A & B		2:45 Theory and Methods Course Teaching about Gender (mixed groups -- mentor teachers) How can we use gender to teach about the past? What successful strategies have teachers used to teach the history of women?	
1:15 World History Course Western Civ: Rome's encounters with the outside world--The Decline of Rome (Prof. Woehrlin)		<i>Emphasis: History can best be understood when the role of all constituent parts of society are included Patterns of social and political interaction History's Many Modes and Methods</i>	
2:45 independent study / portfolio mtgs (individual appts.)		7:00 independent study (Staff mtg. 7:00 pm)	
7:00 independent study			

Appendix IV (cont.)
Syllabus for the Summer Academy Courses

9	July, Thursday
9:00 World History Course Western Civ: Eighteenth Century Encounters with other worlds (Prof. Woehrlin)	
10:45 Combined American/World History Course Revolutions A Comparison (Panel: Profs. Chu, Woehrlin, Zilversmit) Looking at the American, French, Russian and Chinese Revolutions can we see common patterns?	
<i>Emphasis: Comparative history of major developments</i>	
1:15 Theory and Methods Course Teaching about Revolutions and Revolutionary Change -- Strategies (grade groups -- mentors, re-assemble in plenary session with panelists from small discussion groups)	
<i>Emphasis: Comparative history of major developments</i>	
2:45 independent study	
7:00 independent study	

10	July, Friday
9:00 American History Course The Constitution: States Rights and Nationalism (groups C & D -- Prof. Zilversmit) How does the Constitution deal with the tension between local interests and national interests? To what extent was it successful in helping to form a new sense of nationality?	
Reading Madison and Hamilton, <i>The Federalist</i> , Nos. 10, 15, 51	
<i>Emphasis: Values, beliefs, political ideas, and institutions</i> <i>The evolution of American political democracy</i>	
Theory and Methods Course Models of Behavior: (groups A & B -- mentor teachers) How can we account for the different ways of interpreting historical events? How do models help historians explain complex human behavior?	
Reading Davidson, "Salem" & "The Bomb"	
<i>Emphasis: History's many modes and methods</i>	
10:45 Theory and Methods Course Models of Behavior (groups C & D -- mentor teachers)	
American History Course The Constitution: States Rights and Nationalism (groups A & B -- Prof. Zilversmit)	
1:15 independent study	
2:45 independent study	

Appendix IV (cont.)
Syllabus for the Summer Academy Courses

13	July, Monday
Week III, July 13 to July 17	
9:00 American History Course	
The Meaning of Slavery -- Frederick Douglass (mixed groups -- mentor teachers)	
How did slavery socialize young Frederick Douglass?	
How did he resist this socialization?	
How can we account for his success in his fight with Mr. Covey?	
Reading Frederick Douglass, Narrative of the Life (selections)	
<i>Emphasis: History can best be understood when the role of all constituent parts of society are included</i>	
<i>History's Habits of the Mind: perceiving past events and issues as they were experienced by people at the time, to develop historical empathy</i>	
10:45 World History Course	
Japan and China: Early Encounters (Prof. Chu)	
How was Japan different from China?	
What did Japan learn from China in culture, in politics, in society, in religion?	
Why did China and Japan drift apart?	
1:15 independent study	
2:45 independent study	
7:00 American History Course	
Slavery as an Economic and Social System (Prof. Zilversmit)	
How did North American slavery compare to slavery in Latin America?	
How can we account for the differences?	
How did slavery function -- how were plantations organized?	
How did masters control their slaves?	
What kinds of coping mechanisms did slaves create within slavery?	
<i>Emphasis: Values, belief, political ideas, and institutions</i>	
<i>Comparative history of major developments</i>	

14	July, Tuesday
9:00 independent study (Staff Meeting)	
10:45 independent study	
1:15 American History Course	
One Nation or Many? Abraham Lincoln and the Crisis of Union (Prof. Zilversmit)	
What were the forces behind the movement for secession?	
How did Lincoln lead the effort to re-unite the nation?	
To what degree did we emerge from the war with a new constitution and a new idea of the powers of the national government?	
To that extent was Lincoln a new "founding father"?	
Reading Lincoln, "Gettysburg Address," second "Inaugural Address"	
<i>Emphasis: Values, beliefs, political ideas, and institutions</i>	
<i>Conflict and Cooperation</i>	
<i>The evolution of American political democracy</i>	
<i>History's Habits of Mind: the importance of individuals who have made a difference in history</i>	
2:45 World History Course	
Marco Polo, Columbus and Early Modern China (Prof. Chu)	
Why did Columbus want to go to China and Asia?	
What was China like in the 15th and 16th centuries?	
How did the Chinese regard themselves and the world?	
What did the rest of Asia think about China, of Europe?	
7:00 independent study	

Appendix IV (cont.)

Syllabus for the Summer Academy Courses

15 July, Wednesday

9:00 World History Course

Age of Free Trade Imperialism (Prof. Kenneth Andrien, OSU)

What were the main differences between European--non-European contacts before 1800 and after?

What caused Europeans to expand, trade and colonize?

10:45 American History Course

Reconstruction -- Lost Opportunities (Prof. Zilversmit)

What were the aims of the radical Republicans?

How did "Black Reconstruction" function?

What forces in American society hindered the full acceptance of African-Americans into the political system?

What are the lessons of the failure of Reconstruction?

Emphasis: Values, beliefs, political ideas, and institutions

Patterns of social and political interaction

1:15 independent study

2:45 independent study

7:00 independent study

16 July, Thursday

9:00 American History Course

The New Industrial Revolution and the Rise of Cities (Prof. Zilversmit)

What led to the new forms of industrial organization?

How did this effect working people?

In what ways were American cities changed by the new industrialism?

What were the political effects of these changes?

Emphasis: Values, beliefs, political ideas, and institutions

Patterns of social and political interaction

The development of the American economy

10:45 World History Course

Japan and China in the Modern Age (Prof. Chu)

Why did China and Japan react differently to their "Openings?"

Why did China and Japan first copy each other, and then become deadly rivals?

Why did Japan join the Western imperialists?

1:15 Theory and Methods Course

Panel Discussion on Current Issues in History Teaching (Guests: Paul Filio, Cincinnati Public Schools; Mark Stewart, Columbus Public Schools, mentor teachers, Elaine Reed, Prof. Zilversmit)

Should we establish national standards and/or tests in history?

How should we respond to calls for a more multicultural curriculum?

What is involved in an Afrocentric curriculum and how should we respond to it?

How can we teach history to children who do not read at the appropriate grade level?

2:45 independent study

7:00 independent study

Appendix IV (cont.)
Syllabus for the Summer Academy Courses

17 July, Friday 9:00 World History Course Africa and Asia respond to Colonialism (Prof. Chu) How different were the responses of Africa and Asia to Western intrusion? What were the major differences between these two "non-Wests?" What initiatives did they take in response to colonialism? What problems arose from external and domestic sources? 10:45 American History Course Jane Addams and the "New" Immigration (mixed groups -- mentor teachers) What were the perceived differences between the old and new immigrants? What was the role of Social Darwinism in defining these immigrants? How did Jane Addams view the immigrants? How did Hull-House provide a new framework for understanding the poor immigrants of Chicago? Reading: Jane Addams, -- selections <i>Emphasis: History can best be understood when the role of all constituent parts of society are included</i> <i>History's Habits of the Mind: perceiving past events and issues as they were experienced by people at the time, to develop historical empathy</i> 1:15 independent study 2:45 independent study	20 July, Monday Week IV, July 20 to July 24 9:00 World History Course European Rivalries on the Eve of World War I (Prof. John Rothney, OSU) 10:45 American History Course From Roosevelt to Roosevelt: The Progressive Tradition of Political Reform (Prof. Zilversmit) How have American worked for reform without destroying their political system? What were the characteristics of the reform movements during the "Progressive Era"? How did the New Deal, the American response to the Depression, compare to the European responses? <i>Emphasis: The evolution of American political democracy</i> <i>Comparative history of major developments</i> 1:15 independent study 2:45 independent study 7:00 Theory and Methods Course Computerized Instruction, II (Mary Ellen Kohn) A demonstration of Point of View, developed by Scholastic, Inc. for U. S., state and local history
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Appendix IV (cont.)

Syllabus for the Summer Academy Courses

21

July, Tuesday

9:00 Theory and Methods Course

Computer lab (Kohn): groups A(Allan) & B(Betty)

Theory and Methods Course

Using Popular Culture (Prof. Peter Rutkoff, Kenyon College): groups C(Nancy) & D(Bob)

How have the movies and television depicted women?

How can we account for the changing images of women?

How can we use analysis of popular media to understand historical developments?

Reading: Davidson, "From Rosie"

*Emphasis: History can best be understood when the role of all constituent parts of society are included
Patterns of social and political interaction
History's Many Modes and Methods*

10:45 Theory and Methods Course

Computer lab (Kohn): groups C & D

Theory and Methods Course

Using Popular Culture (Prof. Rutkoff): groups A & B

1:15 independent study

2:45 independent study

7:00 independent study

22

July, Wednesday

9:00 World History Course

World War II--Race, Ideology and Economics (Prof. Chu)

What were the backgrounds to the war?

The War in Europe -- what were the roles of Mussolini, Hitler, Churchill?

What happened in Asia -- Hirohito, Chiang, Mao?

10:45 Theory and Methods Course

Discussion of Research Projects and Teaching Units (mentor teachers, Reed)-- grade level groups

What kinds of primary sources are effective with students in various age groups?

What strategies have been successful?

1:15 Theory and Methods Course

Portfolio self-analysis and establishment of learning goals for the followup year (Prof. Tierney)

2:45 independent study

7:00 World History Course

Cold War: The Soviet Union and the West (Prof. John Lewis Gaddis, Ohio University)

Appendix IV (cont.)

Syllabus for the Summer Academy Courses

23

July, Thursday

9:00 American History Course

Recent American Foreign Policy (Prof. Gaddis)
2nd "Pink Sheet" exercise handed out, to be turned in on Friday a.m.)

10:45 Theory and Methods Course

Teaching Recent History (mentor teachers, Prof. Zilversmit) -- grade level groups

Noon Turn in Journals to Advisors

1:15 Theory and Methods Course

Interviews on Independent Study, Teaching Units, and Portfolio (individual appointments with advisors; Prof. Tierney as resource).
What did you get out of the Academy?
What are your plans for the follow-up year?

2:45 Theory and Methods Course

Interviews on Independent Study, Teaching Units, and Portfolio (individual appointments with advisors; Prof. Tierney as resource).
What did you get out of the Academy?
What are your plans for the follow-up year?

7:00 Theory and Methods Course

Interviews on Independent Study, Teaching Units, and Portfolio (individual appointments with advisors; Prof. Tierney as resource).
What did you get out of the Academy?
What are your plans for the follow-up year?

24

July, Friday

9:00 American History Course

Civil Rights in a Multi-ethnic Society, Recent Immigration (Prof. Zilversmit,, turn in Pink Sheet exercise, turn in Independent Study Project to Advisors, Journals returned)
What has been the impact of the Civil Rights Movement?

What has been the extent and composition of both legal and illegal immigration in the last two decades?

In what ways has this new immigration challenged the American political system?

Emphasis: The evolution of American political democracy

History can best be understood when the role of all constituent parts of society are included

10:45 **Evaluation Session**

(Academy participants, Elaine Reed, Prof. Zilversmit, Prof. Chu, mentor teachers, Prof. Tierney)

What have been the strengths, weaknesses of the summer program?

What can we expect during the follow-up year?

Noon **Final Lunch**

Appendix V

Academic Staff, Visiting Speakers, Consultants, NCHE Staff

Academic Staff

Arthur Zilversmit
Lake Forest College
Academic Director

Samuel Chu
Ohio State University
Associate Academic Director

Allan Damon
Horace Greeley H.S., Chappaqua, NY (retired)
Mentor Teacher

Robert Duffy
Steinmetz H.S., Chicago IL
Mentor Teacher

Betty B. Franks
Maple Hts. H.S., Maple Hts, OH
Mentor Teacher

Nancy Taylor
St. Michael School, Worthington, OH
Mentor Teacher

Dixee Bartholomew
Ohio State University
Teaching Assistant

Visiting Speakers

William Woehrlin
Carleton College

Bernard Hollister
Illinois Academy of Science and Mathematics

Susan Hartmann
Ohio State University

John Rothney
Ohio State University

Mark Stewart
Columbus Public Schools

Paul Filio
Cincinnati Public Schools

Maryellen Kohn
Scholastic Inc.

Peter Rutkoff
Kenyon College

John Lewis Gaddis
Center for Contemporary History
Ohio University

Consultants on Portfolio Assessment

Robert Tierney
Ohio State University

Gale Moss
James Wile
Graduate Assistants

NCHE Staff

Elaine W. Reed
NCHE Executive Secretary
Project Director

Joseph P. Ribar
Staff Assistant

Appendix VI
History Academy Document Evaluation Exercise

History Academy for Ohio Teachers

June 28, 1992

DOING HISTORY

In order to "do" history, an historian needs to evaluate documents. For the purpose of this exercise, you should think of yourself as someone who is engaged in learning about the ways in which African-Americans reacted to emancipation. Someone has suggested that you evaluate the attached document in this connection.

What questions would you ask about the document?

What kinds of information can you learn from this document?

What criteria would you use to evaluate the significance of this document?

Appendix VI (con.t)
History Academy Document Evaluation Exercise

Dayton, Ohio, August 7, 1865

To My Old Master, Colonel P.H. Anderson
Big Spring, Tennessee

Sir: I got your letter and was glad to find you had not forgotten Jourdon, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss Mary and Miss Martha and Allen, Esther, Green, and Lee. Give my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get \$25 a month, with victuals and clothing; have a comfortable home for Mandy (the folks here call her Mrs. Anderson), and the children, Milly, Jane and Grundy, go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday-School, and Mandy and me attend church regularly. We are kindly treated; sometimes we overhear others saying, "Them colored people were slaves" down in Tennessee. The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Col. Anderson. Many darkies would have been proud, as I used to was, to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free-papers in 1864 from the Provost-Marshall-General of the Department at Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly—and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores, and rely on your justice and friendship in the future. I served you faithfully for thirty-two years and Mandy twenty years. At \$25 a month for me, and \$2 a week for Mandy, our earnings would amount to \$11,680. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, esq, Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. Here I draw my wages every Saturday night, but in Tennessee there was never any pay day for the negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.

In answering this letter please state if there would be any safety for my Milly and Jane, who are now grown up and both good-looking girls. You know how it was with poor Matilda and Catherine. I would rather stay here and starve and die if it comes to that than have my girls brought to shame by the violence and wickedness of their young masters. You will also please state if there has been any schools opened for the colored children in your neighborhood, the great desire of my life now is to give my children an education, and have them form virtuous habits.

P.S.—Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

From your old servant,

Jourdon Anderson

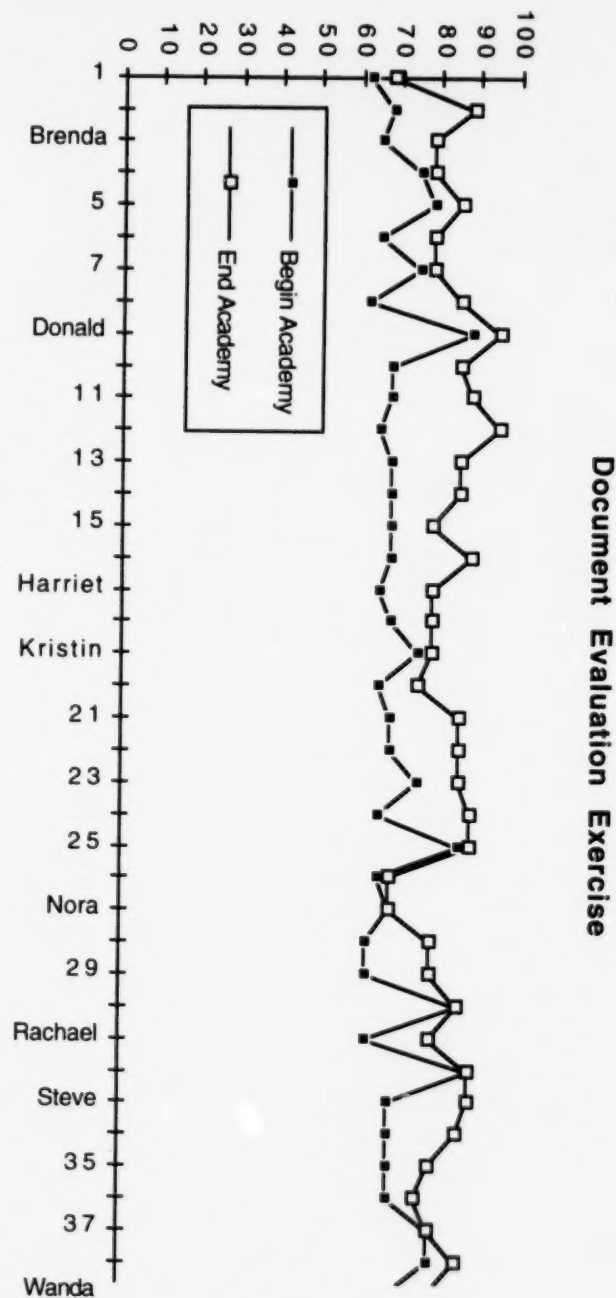
This letter is reproduced by Leon F. Litwack in **Been In The Storm So Long: The Aftermath of Slavery**, New York, Alfred A. Knopf, Inc. 1979, pp. 333-335. The citation indicates that the letter was originally printed in the *Cincinnati Commercial*. It was reprinted many times: *New York Tribune*, Aug. 22, 1865, as a "letter dictated by a servant," also "Letter from a Freedman to His Old Master, written just as he dictated it," in Lydia Maria Child (ed.), *The Freedmen's Book* (Boston, 1865), 265-67, and Carter G. Woodson (ed.), *The Mind of the Negro as Reflected in Letters Written During the Crisis 1800-1860* (Washington, D.C., 1926, 537-39).

Appendix VI (con.t) **History Academy Document Evaluation Exercise**

Before-After Comparison **NCHE-Document Evaluation Scores** **"PINK SHEETS"**

Participant (Coded)	1st	2nd	Change
1	62	68	6
2	68	88	20
Brenda	65	78	13
4	75	78	3
5	78	85	7
6	65	78	13
7	75	78	3
Denise	62	85	23
Donald	88	95	7
10	68	85	17
11	68	88	20
Gloria	65	95	30
13	68	85	17
14	68	85	17
15	68	78	10
16	68	88	20
Harriet	65	78	13
18	68	78	10
Kristin	75	78	3
20	65	75	10
21	68	85	17
22	68	85	17
23	75	85	10
24	65	88	23
25	85	88	3
26	65	68	3
Nora	68	68	0
Olivia	62	78	16
29	62	78	16
Paige	85	85	0
Rachael	62	78	16
32	88	88	0
Steve	68	88	20
34	68	85	17
35	68	78	10
36	68	75	7
37	78	78	0
38	78	85	7
Wanda	68	78	10
40	68	78	10
mean	70	81.6	11.6
mode	68	78	10
median	68	81.5	10
highest	88	95	30
lowest	62	68	0

Appendix VI (con.t) **History Academy Document Evaluation Exercise** **Chart of Comparative Scores**



For Your Notes

DOING HISTORY: A Model for Helping Teachers

Occasional Paper

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